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ABSTRACT

In this practicum, a curriculum is developed for a course in computer literacy for freshmen students in the department of Visual Communications of a private college in south Florida. The target group is 21 students out of a class enrollment of 50 used to decide the effectiveness of the course. Objectives for these students were that they would: (1) score at least 70 percent on an instructor prepared post-survey for computer literacy, a criterion-referenced instrument to assess students' computer literacy; (2) be able to demonstrate a set of skills as observed by the instructor and checked off on a checklist; (3) be able to use the computer graphics drawing program to create a final project, as observed by the instructor and recorded on an observation check-off list. A fourth objective for the practicum was that four Visual Communication teachers at the site would evaluate the curriculum to determine if it has met specific criteria as stated in the outcome objectives. Objective 1 was not completely met. During the course four students dropped out, and of the remaining 17, 12 (94.1 percent) passed the criterion referenced instrument. The practicum did meet Objectives 2, 3, and 4. Appendixes contain forms, correspondence, and instruments from the project as well as practicum results. (Contains 24 references.) (JB)

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ED 377 807

A Computer Literacy Course for College Level Graphics (Commercial) Art Majors

by

Deborah Rose Myers
261-15-4090

A Practicum Report

Submitted to The Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Educational Specialist.

The abstract of this report may be placed in a National Database System for reference.

October 17, 1994

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Abstract

A Computer Literacy Course for College Level Graphics (Commercial) Art Majors.
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Descriptors: Computer Literacy, Computer Education (Secondary Level), Curriculum Development, Computer Literacy Tests, Computer Uses in Education, Computer Applications, Instructional Practices.

In this practicum, the author developed a curriculum for a course in computer literacy for freshman students in the department of Visual Communications of a private college in South Florida. The author established a target group of 21 students out of a class enrollment of 50 to decide the effectiveness of the course. These students were then exposed to the course with the following objectives in mind: (1) all members in the target group would score at least 70 percent on an instructor prepared postsurvey for computer literacy, a criterion-referenced instrument designed by the author to assess students' computer literacy; (2) all members in the target group would demonstrate a set of skills as observed by the instructor and checked off on a checklist; (3) all members in the target group would be able to use the computer graphics drawing program to create a final project, as observed by the instructor and recorded on an observation check-off list. The author's final objective stated that four Visual Communication teachers at the practicum site would evaluate the curriculum, to determine if it has met specific criteria as stated in the outcome objectives. The practicum met objectives two, three and four. Objective one was not completely met. The author gave a test that indicated that the students attained the expected competencies. The practicum writer based the design of the course on a variety of teaching methodologies as suggested by the research of Nelson, Harazi, and Clinque.

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I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

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THE MATERIAL IS CONCISE AND WRITTEN IN A COMPLETELY SEQUENTIAL FORM WHICH SHOULD ADVANCE THE STUDENT IN A LOGICAL PROGRESSION THROUGH COMPLICATED TECHNICAL INFORMATION.

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CHAPTER I

Purpose

Background

In the rapidly changing world of computers and computer programs, it is no longer enough for the instructor to simply teach a program. The student must be empowered with the ability to understand the logic of a computer. In other words, today's college student must be computer literate.

The particular school where the practicum took place was a private college located in a large metropolitan area in Florida. The college was founded in 1968 and granted an Associate of Science degree. This author had been instructing at the college for 14 years and had taught courses over the past several years that included basic color and design, graphics, and television production. In more recent years, in addition to the above courses, this instructor had taught computer graphics, desktop publishing, and advanced desktop publishing in both the PC compatible and Macintosh computer rooms. In addition, the author was the Coordinator of Electronic Media for the college. This position included the maintenance of all educational computers. Other responsibilities included coordinating 3- to 5- year

development plans for future computer use with other educational departments such as Photography, Interior Design, and Industrial Design and Technology. The author held a Master of Science degree in Mass Communications and was seeking an Educational Specialist degree at a university located in a large city in Florida.

The practicum site had three computer classrooms equipped with a variety of software. The facilities included IBM compatibles as well as Macintosh computers. These classrooms were used to teach desktop publishing, computer graphics, animation, 3-D rendering, and computer literacy. The first of the three computer rooms contained twenty-five 386/ SX20 compatible computers. Each computer had a 14 inch color monitor, 70 megabyte hard drive, eight megabytes of RAM, as well as a mouse and extended keyboard. These computers were equipped with DOS 6.0, Windows 3.1, Microsoft Works 2.0 for Windows, Microsoft Works 3.0 for DOS, and Norton Anti-Virus 3.0. The author also used this room to teach an introduction to computers course to most of the student population with the exception of the Visual Communications students.

The second of the three computer rooms was outfitted with twenty-five 486DX2/ 50 compatible computers. Each computer had a 14 inch color monitor, 170 megabyte hard drive, eight megabytes of RAM, as well as a mouse and extended keyboard. These computers were equipped with DOS 6.0, Windows 3.1, Auto CAD release 12, 3-D Studio 2.1, Corel Draw 4.01B, Page Maker 5.0, and Norton Anti-

Virus 3.0. Desktop publishing courses for the Visual Communications students as well as Auto CAD and 3-D rendering for the Interior Design Students were taught in this room.

The third of the three computer rooms was outfitted with 25 Macintosh computers. The computers in the room were a mixture of Macintosh II ci's as well as Centris 650's. Each computer had a 14 inch color monitor, 280 megabyte hard drive, eight megabytes of RAM, as well as a mouse and extended keyboard. These computers were equipped with Freehand 3.1, Quark XPress 3.2, Page Maker 5.0, Microsoft Works 3.0, and SAM Anti Virus 3.0. This room was used for desktop publishing courses as well as photo-imaging courses for both the Visual Communications and Photography students.

The college's students were multicultural and came from a wide variety of economic backgrounds. The college was represented by 16 foreign countries. In the Visual Communications Department, about 35 percent of the students came from wealthy families and had a great number of resources available. This allowed these students to develop advanced art projects that involved additional costs. The other 65 percent of the students came from average or lower income families. These students, usually on loans and scholarships, did not have the extra funds needed to take on certain types of projects. All courses developed and taught at this private college took the financial status of the students into consideration. As such, courses had to be cost

effective, charging minimal lab fees while still providing the necessary training. The average age of the entering student was 23.

The typical commercial art students at the college had received some basic art training prior to the time they entered the college. The students began their college training with courses in basic art and design. The students were also required to take a variety of other art classes including typography, mechanicals, airbrush, and photography. Twenty-five per cent of the courses taken were in math, English, and other core curriculum. Once the students completed their basic classes, they specialized in a particular subject area such as graphic design or illustration.

The college required all students enrolled in the commercial art program, the program in which this author taught, to meet minimum competency levels in three different computer classes. Each of the three classes was highly technical in nature and was designed to teach specific skill areas in programs that the student would encounter in the work place. The average student-teacher ratio in these classes was about 25:1. This higher student-teacher ratio had frequently presented a problem because the college required the classes for graduation and all students had to complete them, whether they wished to or not. There was no required computer literacy class in this department. In the second quarter, the students enrolled in a required course in computer graphics. The computer graphics course ran once a week for 2 hours and taught the students a drawing program. Although

there were occasionally student teachers to help, the students, for the most part, had to fend for themselves when using the computer graphics program, and this led to a great deal of student frustration. The students wanted very much to master the program but did not have enough help, time or basic computer background skills necessary to master the course.

Problem Statement

One of the most self-defeating problems in any computer graphics classroom is the good artist who is able to visualize an assignment but unable to create the artwork on the computer. The learning curve of computer programs is quite steep. Before students could even begin to develop artwork, they needed to master a complete set of rules related to the program. This might take the student anywhere from several weeks to several months, yet each class required the students to master the program in 11 weeks or 22 hours of instruction.

Although lab time was optional, this author highly encouraged the students to attend. There were labs available throughout the week. Saturday morning labs were also available, and a lab assistant was on duty to assist with individual problems. During these times, the students were usually completing computer design problems assigned during regular class sessions. The students could also work on other class projects, portfolio pieces, or freelance work. Unfortunately,

most of the students worked either full or part time after leaving class. Weekly lab sign-up sheets revealed that only 10 per cent of the students enrolled in computer classes attended the labs (Appendix A:49).

Without specific training in computer basics, the students frequently made mistakes when it came to maintaining their files. Ringle (1981) pointed out that those who learn to use the computer by doing specific tasks, do not understand the overall configuration or functioning of the computer. These people develop a kind of blind trust or dependency on the computer. When things do not go as planned, they become anxious and frustrated.

The intensity of these three industry specific college courses in computer graphics, desktop publishing, and advanced desktop publishing, coupled with the students lack of computer experience only added to the students' frustration and anger. The author of this practicum had observed some of this behavior and once witnessed one frustrated student's attempts to relieve anxiety by taking a computer mouse and smashing it against the computer table. Student anxiety could also be observed by noting how the student spoke when referring to a computer. When listening to how the students spoke when referring to the computer during class, the author often heard comments like "The computer lost my files." It is, however, a well documented fact that students were usually not very observant when saving files, and this can lead to "lost" files. At this point, the student

did not want to take the responsibility for having incorrectly saved the file and usually argued this point.

This type of situation was more common than might be believed. Heinssen (1987), Rosen (1987), and Weinberg (1984) surveyed college students and found that 25 to 55 percent of the business people polled responded positively to questions about computer uneasiness. The authors' overall estimate indicated that one third of all university students were uncomfortable with computer technology.

In addition, this author knew that it was no longer enough to be a good computer artist. Most artists, when hired, found themselves on a complicated computer network where they needed to locate and retrieve files from other departments, in unique areas of extremely large main frame computers. The author conducted a telephone interview with the Vice President/ Corporate Manager of Information Services and Electronic Communication for a major advertising firm (Ramey, Gary. Telephone Interview. February 12, 1994). During the conversation, Ramey stated that the company looked for at least three years experience in high end computer graphics output. The advertising firm also expected the potential employee to be able to trouble shoot a complicated computer document before moving toward output. Ramey mentioned several computer programs such as Quark XPress 3.2, and Adobe Photoshop 2.5.1 during the interview. Quark XPress 3.2 was a very complex page layout program in which the artist assembled a series of pictures and copy that become a

printed page. Adobe Photoshop 2.5.1 was an image manipulation program, which allowed an artist to take a scanned piece of artwork and prepare it for color output. The use of these programs in an advertising agency pointed to the need for a very literate computer user.

Potential employees asked graduates to take a computer "test" during the initial stages of a job interview. Typically, employers asked them to locate somewhere on the main frame, several pictures and body copy for designing an advertising layout. Even though these graduates may have been very talented designers, if they were unable to locate the files during the test, they were usually dropped from consideration for the position. The author's interview with a recent graduate from the college confirmed these reports. Yaakov, discussed two recent job interviews (Yael Yaakov. Telephone Interview. February 14, 1994). The first job interview involved a computer test. The company required the candidate to retrieve a file, move it into another file, and create an advertisement, using the most current version of Quark XPress. The second interview used a test on the computer that required the candidate to reproduce a provided graphic document.

In 1991, Kober, an employment advisor for the practicum site, conducted a survey of potential employers. The results were most revealing. Fifty-six percent of the respondents felt that computer skills were mandatory. Sixty-five percent of those employees polled

gave a computer test to possible employees. Listed in the follow-up comments at the back of the survey was the following anonymous comment, "Cannot pay new employee to learn while paying older employee to teach. Too low a production level."

Based on the above observations, this author deemed that the college where the author taught needed to include a computer literacy course in its curriculum. The course would greatly enhance the chances for student success in later courses and in job interviews. The author had an informal interview with both the Director of the Visual Communications Department and the Director of Education at the practicum site, and they revealed opinions similar to those of the author on the subject of computer literacy. Both felt that a beginner course would help to alleviate much of the fear commonly found with a new user. They wrote letters to more fully explain the philosophy of the college (Appendix B:51). In response to these interviews, the author volunteered, in addition to regular duties, to chair a task force to create a required common course in computer literacy for all students including the Visual Communications students.

When the task force members tried to get a consensus from the various departments, they encountered some initial resistance. The Visual Communications Department's Computer committee instructors were somewhat skeptical of the course development being handled by a school-wide task force. They felt that a course in computer graphics was an acceptable substitute to a computer literacy

course. The primary concern expressed by the committee members revolved around assembling a course with true content and validity to meet the specific needs of the advertising students. They also wanted to make certain that the students were indeed literate following the completion of the course. The author realized the need to develop a course that would meet the needs of both the Visual Communications Computer committee and the school-wide task force.

The author of this practicum did an ERIC search to see if there was a standardized test designed to measure computer literacy. The research revealed an instrument, the Standardized Test of Computer Literacy, developed by Simonson, Maurer, Montag- Torardi and Whitaker (1987). The test measured the development of the specific competencies of the computer literate person. The author thought about using it as a presurvey at the beginning of a course in computer literacy and then repeat it as a postsurvey at the end of the course. The results would hopefully show the lack of base knowledge of the student before taking the course, with a measurable improvement of scores at the end of the course. The author hoped that this data would verify the need for a complete course in computer literacy for the Visual Communications student.

The author reviewed the Standardized Test of Computer Literacy and found the distribution of the questions in each section: (1) Computer Systems, (2) Computer Applications, and (3) Computer Programming. Because the course in computer literacy was

developed for a particular subculture of students, the author felt that the areas of the test pertaining to systems and programming were not applicable to the practicum. The author was, however, indebted to the designers of the test for pointing to areas where lack of student's computer literacy might be identified. The Standardized Test of Computer Literacy (STCL) made an excellent starting point for the author to create a test document that would more fully reflect the needs of this college's particular student population. The author's pre/postsurvey is in Appendix (Appendix C:54).

On the first class session, the author administered a written presurvey to asses the students' level of computer literacy. The results are shown in Table 1.

Table 1

Students' Level of Computer Literacy

Student	Gender	Age	Presurvey Score
A	F	19	56
B	F	21	44
C	F	20	44
D	M	21	56
E	F	19	44
F	F	22	56
G	M	26	52
H	F	18	40
I	F	21	56
J	M	20	60
K	F	32	56
L	M	20	44
M	M	20	44
N	M	20	24
O	M	22	44
P	F	23	64
Q	F	25	64
R	F	20	64
S	F	22	60
T	F	19	52
U	F	22	48
V	M	20	92
W	M	23	76
X	M	35	76
Y	M	24	84
Z	F	25	72
AA	F	18	72
AB	F	27	72
AC	M	23	76
AD	F	19	72

The actual 21 members of the target group for the implementation of the practicum was drawn from among the same population of students and consisted of those students who tested below 70 percent on the same pretest administered on the first day of class. There were males and females in the target group whose ages ranged from 18 to 32. All were students in the program in the college where this practicum author taught. The students were asked about their access to computers outside of class and any prior computer usage. The majority of the class affirmed that this class was to be their first experience with computers.

DISCREPANCY STATEMENT

What is: 70 percent of the beginning students in a computer literacy class obtained a score at or below the 70 percent level on an instructor prepared test for computer literacy.

What should be: 100 percent of the college students should score at or above the 70 percent level on an instructor prepared test for computer literacy.

Discrepancy: 70 percent or 21 students did not master beginning computer literacy needed to score at or above the 70 percent level on an instructor prepared test for computer literacy.

Need: To increase students' initial involvement in computer literacy with the creation of a new course in computer literacy, including specific performance based handouts, to prepare the 21 students to score at or above the 70 percent level on the author's prepared test for computer literacy.

Outcome Objectives

The goal of this project was to demonstrate that a comprehensive course in computer literacy would elevate the students' base knowledge of computers such that they would be better able to understand and cope effectively with the more industry specific programs in later courses. After implementation of this practicum, the following four outcomes were expected:

(1) All 21 members in the target group, after a 12-week unit of instruction, would score at least 70 percent on an instructor prepared test for computer literacy, a criterion-referenced instrument designed to assess students' computer literacy. The target group was eventually reestablished at 17. This change occurred because four students dropped the course.

(2) All 21 members in the target group, after a 12- week unit of instruction, would demonstrate the following skills as observed and checked off on a checklist by the author:

1. Understand elements of DOS including: MD, CD, DIR, COPY.
2. Perform a formatting process on a disk.
3. Perform a virus check on the formatted disk.
4. Describe and identify the parts of Microsoft Windows.
5. Perform four basic mouse operations of pointing, clicking, double-clicking, and dragging.
6. Respond to dialog boxes.
7. Start and exit an application.
8. Correctly name a file.
9. Understand directories and sub-directories.
10. Identify the features of Microsoft Works: word processing, spreadsheet, and data base.
11. Open, Save and Print documents.
12. Enter and format multiple row titles.
13. Write and enter formulas.
14. Enter a label and a field name in form view.
15. Sort the data base according to the instructor.

(3) All 21 members in the target group would be able to use the computer graphics program to create a final project (The Sunset). This assignment would demonstrate the instructor established competencies listed below. This instructor would observe each student individually as the student demonstrates these skills, and would record the results on an observation check-off list.

1. The creation of two distinct gradient systems.
2. The creation of an object on the pasteboard of the program, carried over to the main drawing.
3. Good overall composition using the principles of balance and negative space covered in earlier studio classes.
4. The inclusion of additional elements such as trees, islands or text.

5. The use of the Brush Selector Tool to create clouds in the drawing.

(4) After 12 weeks of implementation, four Visual Communications teachers would evaluate the curriculum by answering "Yes" to the four questions on the Course Evaluation Survey to determine if it met all the criteria as stated on the survey. The author would tally the answers to the questions on the Course Evaluation Survey to see if the objective was met and present the results in table form on the final report. The Course Evaluation Survey is in Appendix D. The questions were:

1. Do the stated objectives meet the course criteria?
2. Do the activities in the course reflect the objectives?
3. Would you recommend this course for use with Visual Communications students?
4. Do you have any suggestions or changes for this course?

CHAPTER II

Research and Solution Strategy

To teach computer skills, the teacher must first understand the definition of computer literacy and its component parts. According to Kay (1992: 447), "The phenomenal speed at which computer technology has evolved in the last 10 years has accounted for a considerable amount of the variation in computer literacy definitions." Kay identified six stages of development for computers and the literacy definitions that have evolved in conjunction with each of those stages.

1. Early to mid 1970's marked the first stage of development. This stage involved the use of mainframe computers in higher education. During this time, definitions revolved primarily around mostly theoretical concepts, sometimes known as "computer awareness."
2. The introduction of the microcomputer in 1978 marked the second stage of computer development. During this time, definitions centered around awareness along with the inclusion of computer programming.
3. The rapid growth of computer hardware during the late 1970's into the early 1980's point to the next stage of development. This brought about the inclusion of "concept and planning" to the definition.
4. The early 1980's saw the influx of new programs developed by third party companies designed to be utilized by an end

user. This brought a new definition that pointed to the computer being used as a tool.

5. The middle to late 1980's ushered in the concept of "user-friendly software." Here the definition shifted from perceived understanding to the ability to determine actual needs.
6. The final stage of definition development leads into the 1990's. Here the evolution has fully moved to the concept of personal needs with regard to software.

Kay conducted an extensive review of the literature on computer literacy (1992). Kay reported on the definitions proposed by Gunske and Hamamoto (1984), Loyd and Gressard (1984), Anderson and Klassen (1981), Luehrmann (1981), Ragsdale (1982), and Heermann (1986). Ganske and Hamamoto (1984), as cited by Kay (1992:453), provided additional insight into the area of computer literacy by discussing a needs approach to the subject and stipulating that the following set of skills were essential computer literacy criteria: "(a) adequate assessment of personal needs, (b) defining content of a self-study program, and (c) efficiently pursuing this line of study based on needs and content." A clear distinction between learning about computers and learning with computers was noted. Kay felt that computers should assist the learner and allow greater ownership over the learning process.

Kay suggested that most of these definitions were good for their particular time in computer history, but the current technology has eroded the need for defining computer literacy. The author of this

practicum does not agree. An article authored by Simonson, et al., (1987: 234) clearly identified the need for a definition of computer literacy as a basis for development of a valid test for computer literacy. They stipulated four categories that comprise computer literacy.

> COMPUTER ATTITUDES referred to an individual's feeling about the personal and societal use of computers in appropriate ways. Positive attitudes included an anxiety free willingness or desire to use the computer, confidence in one's ability to use the computer, and a sense of computer responsibility.
>
> COMPUTER APPLICATIONS referred to the ability to responsibly evaluate, select, and implement a variety of practical computer applications to do meaningful and efficient work based on an understanding of general types of applications, capabilities and limitations of types of applications, and societal impact of specific applications.
>
> COMPUTER SYSTEMS referred to the appropriate, knowledgeable use of equipment (hardware) and programs (software) necessary for computer applications.
>
> COMPUTER PROGRAMMING referred to the ability to direct the operation of the computer through the skillful use of programming language. This would require an understanding of problem solving strategies, algorithms, flowcharts, languages, and programming.

Simonson, et al., (1987: 237) also stated that these areas should be used as a basis "for the development of the specific competencies of

the computer literate person, and for the construction of test items to evaluate literacy." Clinque and Santomauro (1987:4) developed this premise further by stating that a course in computer literacy should acknowledge "that with the rise of the end-user approach to solving problems, the emphasis has shifted from the tools used to analyze to the problems being analyzed. Hence, there is greater emphasis on the nature of the problems themselves." The idea of a reality-based course in computer literacy is also supported by Mruk (1987:298) who stated, "There is a need to move away from theory based, programming oriented introductory courses to a more practical format . . . there is growing evidence that learners in both groups may do better to learn practically oriented computer skills such as application software (especially word processing, databasing, and spreadsheets.)".

Bear, et al. (1987) further demonstrated that developing a strong computer literacy program would not only serve to teach the fundamentals of literacy but would also contribute to a more favorable attitude toward computers. Loyd and Gressard (1984) developed one such instrument, the Computer Attitude Scale. This instrument was developed to identify those students with anxiety, in order to make an appropriate needs assessment, which could lead to the development of new programs. In another article, Loyd and Gressard, (1985:68) continued to develop this premise by stating "As computer literacy and computer use become more important in the educational environment, these attitudes may play an important role in the student

success in computer-related components of the curriculum." Nelson demonstrated the positive aspects of computer literacy training to include: (1) a positive impact on the attitudes of the students toward computers, (2) a decrease of anxiety and confusion levels, and (3) a corresponding growth in confidence and sense of computer enjoyment. "... the overall change in attitude was significantly positive. There was a significant shift in the area of enjoyment and confidence" (1983:17).

Research on the definitions of computer literacy and the different instruments available to determine this literacy led the author of this practicum to develop a computer literacy unit for introduction during the first computer graphics course. This unit would present a variety of different teaching methods designed to train primarily in three areas: (1) student awareness of the computer, (2) development of computer skills, and (3) the application of this knowledge (Hazari: 1991). The main purpose of this course was to give the students a realistic approach to using the computer as a tool in their profession, much as they used the traditional artistic tools, such as the airbrush and the T-square. Hazari (1991:48) provided additional support by stating, "The main purpose of this level is to inform the participants and help them visualize the usefulness of the computer as a tool for learning and its potential...". Clinque and Santomauro (1987) discussed the nature of a course in computer literacy by focusing on the need to develop the course around the application software rather

than programming skills. Clinque and Santomauro stated, "We believe that the content material could be restructured and presented in a manner that would develop critical thinking skills for all students, irrespective of their major" (p.12).

As suggested by Clinque and Santomauro, (1987) the author of this practicum decided that the software packages selected for the course would include the full application software packages used in industry and not limited student versions. Both the Visual Communications Computer Committee and the school-wide task force at the practicum site agreed to establish the student-computer ratio at 1:1 (Kettinger, 1991). Additionally, the author of this practicum deemed that the best course format to follow would include a "mix of lectures, demonstrations, required readings, and hands-on activities," as suggested by Savenye (1991: 50) Orndorff (1988:2) suggested topics to include in a computer literacy course.

> During this module, students will be given an introduction to the history of computing and computers, followed by speculations about the future of technology. This would be followed by an overview of hardware: parts of the computer, kinds of printers and storage media, etc. Much of the confusion experienced by anyone learning a new body of knowledge is caused by the need to master an often esoteric vocabulary; indeed, without a knowledge of basic terms and concepts, it is often impossible even to ask intelligent questions. At this point, it is enough to be told what things are on the most rudimentary level; sometimes only hearing the words is enough to begin to feel familiar. Certainly, it is

> useful also to be provided with information on where to go to find out more, if the student would like to do so. The goal is to help the new user become self-reliant.

Agreeing with Newren, (1991) that it was best to emphasize the computer as well as computer literacy as the main focus of the course, the author of this practicum made this decision to use the computer room as both a classroom as well as a laboratory. One strategy suggested by Clinque (1987:8) revolved around the use of class time:

> When the classroom is also a laboratory, an approach beyond the lecture technique is a necessity. Not to use the equipment during class would be wasteful of the resources. Initial ventures alternated between a short lecture followed by a short hands-on session and then an attempt to return to the lecture format within the same session. We soon found that once the student's attention was directed to the hands-on exercise, it was impossible to continue with lecture since the student's interest was diverted to the problem on the microcomputer. Accordingly, class sessions are structured to lecture first followed by a directed laboratory session under the instructor's guidance.

In addition, the author of this practicum followed Clinque's (1987) opinion that it was important to be able to observe the students at work during the course to better facilitate their process. Thus, the author of this practicum scheduled the class to meet for a 2-hour time block, once a week for 11 weeks.

Midkiff (1983) pointed to the need for a simple needs assessment question and answer session to be held on the first day of class and claimed that this would help to focus the students as well as give a

clearer idea of the students' expectations for the course. This practicum author asked questions about the students' access to computers at home and work. The author of this practicum also asked the students if they had used a computer prior to this course and if so, how it was used. The practicum writer also gave the students an opportunity to ask questions about the content of the course. This gave them a clearer understanding of the course objectives. The author of this practicum accepted Kerr's (1990:26) ideas as to how to facilitate an inviting atmosphere during a computer literacy course:

1. Electrify the Introduction.
2. Explicitly State the Learning Objectives.
3. Enhance Instructional Routines.
4. Provide a Glossary.
5. Condense the Instruction Set.
6. Turn Them Loose.
7. Monitor Progress.
8. Don't Pamper.
9. Hands Off.
10. Evaluate.

Orndorff (1988), Midkiff (1983), and Widmer (1983) suggested the first class session be used to acquaint the students with the history of the computer. Orndorff also suggested that basic ideas and information are a part of mastering any new area. As such, the author of this practicum decided to show the students the interior parts of the computer and give the students a vocabulary list of the words the author of this practicum used in the explanation.

Lecture was an important part of this course, however, Widmer, (1983) felt that because of the complexity of the course, lectures should be at the beginning of each class and be generally short. This allowed the students as much hands-on time as possible in a teacher-directed environment. Widmer continued by suggesting that "simple graphics commands furnished a good vehicle for exploration. Adults often enjoy drawing pictures via the computer. Graphics appear to be less threatening; it is more acceptable if a picture does not turn out as expected than if a text program gives an unexpected answer" (p. 24). This idea was also supported by Clinque (1987:8) who stated that teacher directed lab sessions "offer the opportunity of the guided walk-through, where the instructor can demonstrate various package features and usage techniques to all students at once."

One of the best suggestions encountered during the practicum writer's research was brought forward by Widmer (1983: 24).

> Probably the most important point to remember as you circulate and monitor progress is, don't touch the keyboard. It is nearly impossible, as instructor, to keep your fingers from "doing the walking." The error in this demonstration method is that the student does not experience the key sequence needed to solve the problem if it arises again- and it will. Therefore, it is essential that the instructor joins the students and walks them through a solution or, better still, provides clues that would allow them to discover the method. This may appear uninviting, but the students will appreciate the independence of discovery. So stand back and let the students plod along at their own rate.

This practicum writer felt that it was not enough to simply lecture the students on the programs. They needed individual training time to simply work with the computer. Midkiff (1983) stated this would give the students time for exploration and experimentation. The author of this practicum felt that this could best be accomplished through the development of computer literacy course handouts. This feeling was shared by Newren (1991) who stated that handouts would allow the more literate students to move quickly through the course material while providing the slower student a guided tour of the computer program. "The above described arrangement allows for more instructor/ student individualized interaction." (p. 10)

Kerr (1990) suggested the following objectives for an introductory computer course. The author of this practicum agreed with Kerr and designed the practicum with Kerr's objectives in mind.

1. To thoroughly familiarize the students with the basic parts and operating system of the computer.

2. To give the students with minimal computer experience an opportunity to explore and "have fun" with the inclusion of a specific mouse-based graphics program.

3. To provide the students with an "instant reference set" that explains the steps needed to accomplish specific tasks needed to successfully complete assignments.

4. To demonstrate the computers' capabilities, usefulness, and roles in the students' future occupations (Kerr, 1990).

CHAPTER III

Method

Prior to working with the students, the author of this practicum spent 2 weeks developing the course curriculum. The curriculum packet includes all lesson plans, handouts, and tests for the course. The author included the curriculum in an attachment to this report. All equipment and supplies the author needed for the practicum were available in the practicum site. This practicum writer implemented all activities. The administrators of the practicum site gave the author permission to proceed with the course.

The author of this practicum gave an author-prepared presurvey for computer literacy on the first day of the course to stand as a benchmark toward the attainment of the practicum's objectives. The entire class took the presurvey and from the results, the author chose the 21 members of the target group. Only those who scored below 70 percent were included in the target group. The author devoted the first week of the course to familiarizing the students with the computer and its parts, including both the hardware and the software. A teacher- led discussion, was held with the class at the conclusion of the demonstration, motivated the students. The author encouraged the students to purchase a disk for the following class. The students then

observed a demonstration of disk formatting and virus checking. This practicum author observed that the students' expectation levels were quite high at the conclusion of this first session.

The second week of class brought several surprises. First, 12 new students entered the class because of late registration. The author did not include these students in the target group. This necessitated the reintroduction of the course. Time then had to be allocated for these new students to purchase disks to participate in the practicum activities. Several of the students arrived with no money to purchase disks. The author made arrangements for these students to share disks with others in the class. Despite these initial delays, the second week of the class proceeded relatively smoothly. The author reviewed the disk formatting and virus-checking processes. The students then performed the specific task of formatting and virus checking under teacher observation. The author gave the students a teacher-developed handout to assist in the learning process, then led the entire class through a computer training session of DOS commands. First, the author instructed the class on what task to perform, then observed as the class attempted to complete the task. In this way, the class progressed through a series of commands such as MD (making a directory). The author showed the students how to use commands such as DIR, MD, CD, COPY, TIME, DATE, and VER. The author also showed the class how to read the parts of a file, including the naming of the file and the three letter extension at the end of the file.

Additionally, this author would be able to determine if the students had mastered DOS naming conventions when they submitted their computer graphics disks later in the term.

During this same week, the class progressed to an introduction of the Microsoft Windows program. The author then led the entire class through a computer training session of Microsoft Windows commands. First the author instructed the class on what task to perform, and then observed as the class attempted to complete the task. In this way, the class progressed through a series of commands such as "opening a window." The students learned how to use other elements of the program such as recessing windows and closing windows. The class session took a more playful turn when the author showed the students how to play "Solitaire" and "Minesweeper" in Microsoft Windows. While playing Solitaire and Minesweeper, the students used the principles of basic mouse operation, including pointing, clicking, and double-clicking. Naturally, this provided some of the most enjoyable moments of the class. The author informed the class that the program would reward the first person to correctly solve the puzzle. Each student hurried to see who would be first to solve the game and witness the surprise.

During weeks three, four and five, the class began a unit using the program Microsoft Works 2.0 for Windows. In each of these sessions, the students explored different areas of the program, including the word processor, the data base, and the spreadsheet

functions. Each week, the author gave the students a specific task to complete. The students received a handout designed to assist them in the exploration of the program. All handouts used in the course are in the attachment to this report. The students learned to use the printer and the author told them they had to print each assignment and turn it in at the end of each session. The author would then grade the assignments and would return them during the following class session.

This author anticipated that the class would enjoy the sessions more if the lessons were somewhat playful in nature. To this end, the author designed each assignment so the students could accomplish a task that would reflect their interest levels. For example, the word processor unit featured a letter written to the students' parents asking for a loan to attend the festivities associated with Spring Break. The students explored the applications of the computer program in a more relaxed classroom setting. This did not entirely prove to be true. The first major obstacle encountered during week three revolved around the students and their ability to print their files. This instructor discovered that two printers assigned to 30 anxious students attempting to complete an assignment in a 2 hour time period proved to be beyond the capabilities of the equipment. By the end of the session, it had become clear that there was inadequate time for 30 students to print each assignment each week for 3 weeks. This author decided to allow the students to save all their files on disk and collected the disks during week six. The students then received

feedback from the author based on the established check points. These checkpoints were in the form of grades for submitted assignments and included: (1) the word processed letter, (2) the data base, and (3) the spreadsheet projects. The author graded each assignment for each of the 30 students directly off their disks. This proved to be somewhat time consuming for the author, but it relieved some of the class anxiety that was being observed during week three. In this way, the students knew when they had accomplished instructor established goals.

During the fourth week of the quarter, the students learned to use the data base section of the Microsoft Works program. The author brought to class disks containing a data base file already started, but missing certain sections. The students copied the file to their disks. The author demonstrated to the students the parts of the data base program, and after the lecture, the students could manipulate the file to make the changes as instructed. The author closely monitored the progress of the class and found it interesting to note that some of the students were unable to remember how to accomplish parts of the demonstrated assignment. Because the teacher to student ratio (28:1) was so high, it took some time to get around to these students who were having problems. As a result, the author observed that the students having difficulty were frequently assisted by other students in the class. This effort seemed to benefit all concerned. The students

offering help appeared to be more empowered, and the students receiving the help seemed to be more calmed by the effort.

During the fifth week of the quarter, the students learned to use the spreadsheet section of the Microsoft Works program. Once again, the instructor brought to class disks containing an already started, incomplete spreadsheet file. The students copied the file to their disks. This file was missing certain sections. The author gave the students a demonstration on the parts of the spreadsheet program. From this lecture, the students learned to manipulate the file to make the changes as instructed. This instructor closely monitored the progress of the class. The one section of this program that really fascinated the students was in the area of math. They simply could not believe that the program continued to add long columns of numbers for them no matter how large the numbers became. Some students delighted in applying huge numbers to the spreadsheet to witness the resulting changes.

By week five, it had become apparent that not all the students were keeping pace with the rest of the class. This author felt that the absence of a number of students from different class sessions contributed to this. These students then expected the instructor to help them "make-up" the material covered. When this did not occur, they had to rely on others in the class for help. There were also certain difficulties associated with some of the foreign students. Several of these students had some difficulty understanding the computer

terminology as it was applied during the class. As a result, the author decided to make week five of the quarter a catch up week for the class. The author noted that this also relieved some of the frustrations seen in earlier class sessions although it put the class one week behind in the syllabus.

Weeks six through twelve of the course featured Deluxe Paint II Enhanced, a computer graphics program designed to teach some of the principles of painting and image editing on the computer. This program closely mimicked the higher end programs that the student would encounter in later job situations. The students received a handout designed to lead them through a series of exercises. This author included this handout in the attachments section. Each week, the students watched a demonstration featuring several of the exercises. The students had lab time to explore the many areas of the program. During these sessions, the author of this practicum circulated throughout the lab providing individual training as needed. The students saved each of the exercises on floppy disk. At the conclusion of week 11, these disks were turned in to the author for evaluation.

It was during these later weeks that this instructor noted that the class seemed to relax a little. This was probably because the students were now working on a program that used techniques more closely resembling art activities with which they were familiar. They seemed to immediately grasp many of the fundamentals of the program and as

a result, tended to come to class a little earlier and stay for the rest of the course.

As the quarter progressed, it became apparent to this author that the targeted students would be unable to complete the final assignment of the quarter: the Sunset Assignment. This writer decided to make a course change and devised a quiz to test for the specific competencies listed for the Sunset. This quiz was announced to the class. They were informed that the computer quiz would last approximately 30 minutes would be administered during week ten.

During week ten, the class had to perform a specific set of tasks in approximately 30 minutes. The author designed this five competencies quiz similar to the handouts the students used in the past weeks. The five items tested are listed below:

1. The creation of two distinct gradient systems.
2. The creation of an object on the pasteboard of the program, carried over to the main drawing.
3. Good overall composition using the principles of balance and negative space covered in earlier studio classes.
4. The inclusion of additional elements such as trees, islands, or text.
5. The use of the Brush Selector Tool to create clouds in the drawing.

As the students completed the exam, they called for the author. The author graded the quizzes to see if the students could demonstrate their ability to use the graphics program. Although this quiz caused some initial anxiety, each student seemed to relax when this author

rewarded them with praise and positive grades. During the final week of the course, the author also gave the computer literacy presurvey as a postsurvey to the 17 members of the target group.

CHAPTER IV

Results

Evaluation of this practicum took several different forms. At the conclusion of the 12-week course, the author administered the computer literacy postsurvey, a criterion-referenced instrument designed by the author to assess students' computer literacy. Four of the target group members (19.1 percent) did not complete the course and as a result the target group decreased to 17 members. For success, all the members of the final target group of 17 needed to score at least 70 percent on the postsurvey. After the administration of the instructor prepared postsurvey, the author analyzed the results with regard to the attainment of the objectives. Table 2 shows the results of the computer literacy postsurvey for the17 remaing members of the target group. The table also indicated which students dropped out of the class and did not take the computer literacy postsurvey.

Table 2

Students' Level of Computer Literacy: Presurvey and Postsurvey

Student	Gender	Age	Presurvey Score	Postsurvey Score
A	F	19	56	84
B	F	21	44	Dropped
C	F	20	44	Dropped
D	M	21	56	Dropped
E	F	19	44	72
F	F	22	56	64
G	M	26	52	84
H	F	18	40	68
I	F	21	56	48
J	M	20	60	76
K	F	32	56	84
L	M	20	44	76
M	M	20	44	64
N	M	20	24	Dropped
O	M	22	44	84
P	F	23	64	92
Q	F	25	64	80
R	F	20	64	68
S	F	22	60	72
T	F	19	52	72
U	F	22	48	88

The results indicated that 12 of the 17 members of the target group (94.1 percent) attained a passing score on the postsurvey. The average increase in points scored from presurvey to postsurvey for the final target group at the completion of the course was 21.9 points. The average increase of the target group members' score, indicated knowledge base gained was 41.1 percent (Appendix D:58). These results indicated that the first objective was not completely attained. This practicum author believed that this was due in part to a lack of interest on the part of the students coupled with an aversion to computers.

The second objective called for all 21 members in the target group, after a 12-week unit of instruction, to demonstrate the following skills as observed and checked off by the author of this practicum on a checklist:

1. Understand elements of DOS including: MD, CD, DIR, COPY.
2. Perform a formatting process on a disk.
3. Perform a virus check on the formatted disk.
4. Describe and identify the parts of Microsoft Windows.
5. Perform four basic mouse operations of pointing, clicking, double-clicking, and dragging.
6. Respond to dialog boxes.
7. Start and exit an application.
8. Correctly name a file.
9. Understand directories and sub-directories.
10. Identify the features of Microsoft Works: word processing, spreadsheet, and data base.
11. Open, Save and Print documents.
12. Enter and format multiple row titles.

13. Write and enter formulas.
14. Enter a label and a field name in form view.
15. Sort the data base according to the instructor.

The author presents the results of this check-off list in Table 3. The author interpreted the results to mean that all 17 members in the target group attained competency in the targeted areas and, thus, the author met the second practicum objective.

The third objective stated that all 17 members of the target group would be able to use the computer graphics program to create a final computer graphics project. This assignment would demonstrate the students' competencies with: (1) the creation of two distinct gradient systems; (2) the creation of an object on the pasteboard of the program, carried over to the main drawing; (3) good composition of the drawing; (4) the inclusion of additional elements such as trees, islands, or text; and (5) the use of the Brush Selector Tool to create clouds in the drawing. This author planned to observe each student individually and record the results on an observation check-off list. As stated in the previous chapter, the size of the class and the difficulties encountered with printing the students' projects, made it necessary for this author to administer a quiz to test for attainment of the specific competencies stated in place of the final assignment. The author presents the results in Table 4. The results clearly show that 100 percent of the class attained competency in the targeted areas indicating the success of the third objective.

Table 3

Instructor Observation Checklist for Objective Two

The student has demonstrated an understanding of the following five objectives. (Yes or No)

Objectives:		Student																
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
(1)	Understands elements of DOS including: MD, CD, DIR, and COPY.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
(2)	Performs a formatting process on a disk.	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
(3)	Performs a virus check on the formatted disk.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
(4)	Describes and identifies the parts of Microsoft Windows.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
(5)	Performs four basic mouse operations of pointing, clicking, double-clicking, and dragging.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
(6)	Responds to dialog boxes.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
(7)	Starts and exits an application.	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
(8)	Correctly names a file.	Y	Y	N	Y	N	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y
(9)	Understands directories and sub-directories.	Y	Y	N	Y	N	N	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y
(10)	Identifies the features of Microsoft Works: Word processing, spreadsheet, and data base.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
(11)	Open, Save and Print documents.	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
(12)	Enter and format multiple row titles.	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
(13)	Write and enter formulas.	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
(14)	Enter a label and a field name in form view.	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
(15)	Sort the data base according to instructor.	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Table 4

Results of Competencies - Objective Three (Sunset)

The student has completed the final assignment, "The Sunset" and has demonstrated on the quiz the ability to perform five competencies. (Yes or No)

Objectives:		Student																
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
(1)	Redefining the palette with the inclusion of copying and swapping colors.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
(2)	The creation of two distinct gradient systems.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
(3)	The creation of a defined light source for the gradient.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
(4)	Good overall composition using the principles of balance and negative space.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
(5)	The use of the Brush Selector Tool to create clouds in the drawing.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

After 12 weeks of implementation, four instructors at the practicum site evaluated the curriculum to determine if it met the criteria as stated in the outcomes objectives. The questions were:

1. Do the stated objectives meet the course criteria?
2. Do the activities in the course reflect the objectives?
3. Would you recommend this course for use with Visual Communications students?
4. Do you have any suggestions or changes for this course?

The instructors recorded their answers on the Course Evaluation Survey. The author presents the results in Table 5. The author noted that the results showed all four instructors asked to critique the course found it to have met the criteria as stated in the outcomes objectives. This practicum researcher looked carefully at the suggestions section of the survey. The four instructors comments about the course were very encouraging. The evaluators found the course to be comprehensive, literate, and very appropriate for beginning students in computer literacy. Therefore, the author proudly stated that the practicum met its three of its four objectives. The first objective was partially met.

Table 5

Course Evaluation Survey

Question		Evaluator			
		A	B	C	D
(1)	Do the stated objectives meet the course criteria?	Very much so.	Definitely	Yes	Absolutely
(2)	Do the activities in the course reflect the objectives?	Yes	Yes	Yes	Yes
(3)	Would you recommend this course for use with Visual Communications students?	Yes, it is excellent, I have taught this subject for over 5 years to non-visual students and this is very appropriate.	Yes	Definitely	Yes
(4)	Do you have any suggestions or changes for this course?	None	None	No. It is comprehensive, literate and very understandable for students who may never have used a computer. For those who have, it's a wonderful clarification.	No. The activities and progression of instruction seem totally comprehensive, in my opinion, for an introductory course in computers. Very organized, concise and encouraging.

CHAPTER V

Recommendations

The author's informal conversations with the students at the conclusion of the course revealed some interesting observations. This instructor noted an increase in correct student use of the different computer terms at the conclusion of the class, indicating internalization of the material. The students noted that although they preferred to work alone, they wanted constant supervision. They found this to be especially true during the early learning stages when they felt they needed constant positive reinforcement. The students also felt that it was the playful nature of the assignments that helped to make the class more palatable. They noted that because this author made the class fun, the students in turn, saw the class as being more interesting.

Several classroom management issues came to light as a result of this course. The first issue involves the equipment. It became apparent that two printers in the classroom would not be sufficient to fulfill the needs of a large class. This author has asked the administration for additional funding to purchase two more printers and this was approved. The equipment will be purchased during the next fiscal year. The second issue revolved around classroom

management. It was apparent to this instructor that the teacher: student ratio in a class of this nature needed to be lowered. This practicum researcher asked the administration for permission to begin a teaching internship for upper quarter students. These students would receive college credit for assisting lower quarter students in beginning courses involving computer literacy. The administration has accepted this proposal and made plans to begin implementation of the internship program at the beginning of the next semester.

This course in computer literacy for Visual Communications students is presently under consideration by a committee for inclusion in the college curriculum. If the committee recommends changes to the curriculum, the author will revise the curriculum accordingly and teach the course to all incoming students in the Visual Communications Department.. Seven other colleges will be given copies of the course so that their task force committees can review the data for possible inclusion into their curriculum. At that time, more instructors will be invited to teach the new Introduction to Computers curriculum with this author's guidance.

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Appendices

Appendix A

Saturday Computer Room
Sign-Up Form

Appendix A

SATURDAY MAC LAB SIGN-UP FORM

DATE:_____

IMPORTANT: The Computer Lab will be open from 12 noon to 3:00 p.m. on Saturdays for lab time on a first come first served basis. The computers are numbered according to the type of work you need to do in 1 hour blocks of time. Please arrive on time otherwise you may lose your appointed time to the next person waiting. When you arrive on Saturday you will be asked to sign in and out on a specific computer. This will assure equal access and maximum use of the computers. Should you have any questions please see your Academic Department Director.

Unit Number	12 noon to 1 p.m.	Initial upon Leaving	1p.m. to 2 p.m.	Initial upon Leaving	2 p.m. to 3 p.m.	Initial upon Leaving
1	R. BONNAIR		K BONNAIR		R. BONNAIR	
2	L FUGUEN		L FUGUEN		L. FUGUEN	
3	NOLEN		NOLEN		NOLEN	
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Appendix B

Letters in Support of the Practicum

Appendix B

Letters in Support of the Practicum

May 6, 1993

To Whom It May Concern,

The mission statement of this college is "to prepare students for the world of work." As such, this college is constantly looking at industry trends to see how they affect the different departments and their curriculum.

This college is about to begin a curriculum realignment. As part of this process, the college will look very closely at the skills that all students need to be successful in today's highly competitive market.

Traditionally the emphasis has been placed on the student's ability to run application software. The computer faculty feel that although the students experience great success with the software, they are still uncomfortable with the basic functions of the computer.

Before the students graduate, they must understand and be able to successfully operate a computer. They need to be computer literate in order to be competitive in the 21st century.

The faculty feels that this can be best accomplished with the addition of a computer literacy course. This new course would be offered as a core curriculum class. Every student would be required to enroll in this course.

Sincerely,

Vice President/ Director of Education

Appendix B

Letters in Support of the Practicum

25 YEAR ANNIVERSARY

Department Director
Advertising Design

May 6, 1993

To Whom It May Concern,

For more than 10 years, this college's Art Department has offered a variety of courses in both computer graphics and desktop publishing. Although the emphasis has always been placed on the student's ability to run application software, it has become apparent in recent years that this is not enough. Many students are able to survive the initial job interview, yet during a computer test are unable to perform simple tasks. Examples of this would include the ability to format disks or move files from file to file.

Todays' student must know not only how to run a computer, but how a computer runs. In other words, today's student needs to become a computer literate "power user."

Department directors are in agreement that every student needs to have mastery over the computer. They feel that this can be best accomplished with the addition of a computer literacy course. This new course would be offered as a core curriculum class. Every student would be required to take it.

The development of one central core class that would cut across all department in the college would be a welcome addition to the curriculum.

Very truly yours,

Appendix C

Computer Literacy Presurvey/ Postsurvey

Appendix C

Computer Literacy Presurvey/ Postsurvey

NAME: _____ DATE: _____

Multiple Choice Questions.

1. RAM stands for:
   a. Read a Message
   b. Random Access Memory
   c. Research After Media
   d. Reach After Mass

2. ROM stands for:
   a. Read Only Memory
   b. Read Out More
   c. Right Only Media
   d. Right After Mapping

3. The symbol DS/HD on your disk stands for:
   a. Double Sided High Density
   b. Double Suction Heavy Duty
   c. Densitometer Sensitive Heavy Duty
   d. Not a current disk

4. What does CPU stand for?
   a. Custom Printer User
   b. Current Position Used
   c. Central Processing Unit
   d. Confined Prefix Unguarded

5. Which of the following CPU's have the fastest speed?
   a. 8088
   b. 286/10
   c. 386/25
   d. 486/50

6. Which of the following is <u>not</u> considered the main part of a computer?
   a. Monitor
   b. CPU
   c. Software
   d. Mouse

7. The resolution of a monitor is measured in:
   a. Pixels
   b. Megahertz
   c. Bytes
   d. Gauss

8. DOS stands for:
   a. Data On Start
   b. Dual Option Software
   c. Disk Operating System
   d. Disk Open System

9. Which of the following is <u>not</u> a type of software?
   a. word-processing
   b. Data-Base
   c. Spreadsheets
   d. Memory

10. Which of the following statements are true about the Hard Drive:
   a. Once data has been stored in the Hard Drive, it cannot be erased.
   b. The Hard Drive will not loose all information when the computer is turned off.
   c. It is easy to view the entire contents of a Hard Drive.
   d. Hard Drives are not necessary to the operation of a computer.

11. The capacity of a Hard Dive is measured in:
   a. Megahertz
   b. Kilowatts
   c. Megabytes
   d. ROM

12. What does formatting do?
   a. It puts you in the copy program.
   b. It prepares the disk to accept information.
   c. It places files on the disk.
   d. It write-protects the disk.

13. All of the following can happen with a virus except:
   a. A series of codes can ruin the information on the disk.
   b. An illness can transfer the virus from the user's hands to the disk.
   c. The virus can be transmitted via telephone and modem to the hard drive.
   d. The virus can be transferred from one disk to the hard drive.

14. What does Save As... do?
   a. Places a copy of what is on the monitor onto your disk.
   b. Performs conversions of different word-processing formats.
   c. Puts a copy of the file in ROM memory.
   d. Saves your work onto your disk for storage under a new file name.

15. How do you retrieve a file from you disk?
    a. Place
    b. Open
    c. Get
    d. Save

16. Application Software
    a. Refers to the actual program used on the computer.
    b. Refers to formatting a disk.
    c. Refers to the main memory of the computer.
    d. Is not used today.

17. A group of computers that are all on the same line feed and can all access the same information is an example of:
    a. networking.
    b. multi-user interface.
    c. terminal usage.
    d. minicomputers.

18. What happens when a disk is locked?
    a. It cannot be used.
    b. New documents can be saved on it.
    c. Files can be open and printed.
    d. It cannot be unlocked.

19. Your business is six months old. You need to determine the growth for the first six months. The best software package for this would be:
    a. A word-processing program.
    b. A desktop Publishing program.
    c. A math program.
    d. A spreadsheet program.

20. You wish to send holiday cards to all of your clients. Which of the following programs would be best suited for the task?
    a. A word-processor and a data-base program.
    b. A word-processor and a spreadsheet program.
    c. A data-base and a spreadsheet program.
    d. A desktop publishing program.

21. A modem is used for:
    a. Transmitting data from the CPU to the hard drive.
    b. Communicating with the printer.
    c. Saving files.
    d. Transmitting data via telephone lines.

22. Which of the following statements is true about the CD-ROM?
    a. CD-ROM's are used for music only.
    b. Data can be retrieved and stored repeatedly.
    c. CD-ROM's are not yet available for the PC.
    d. CD-ROM's can store vast amounts of information.

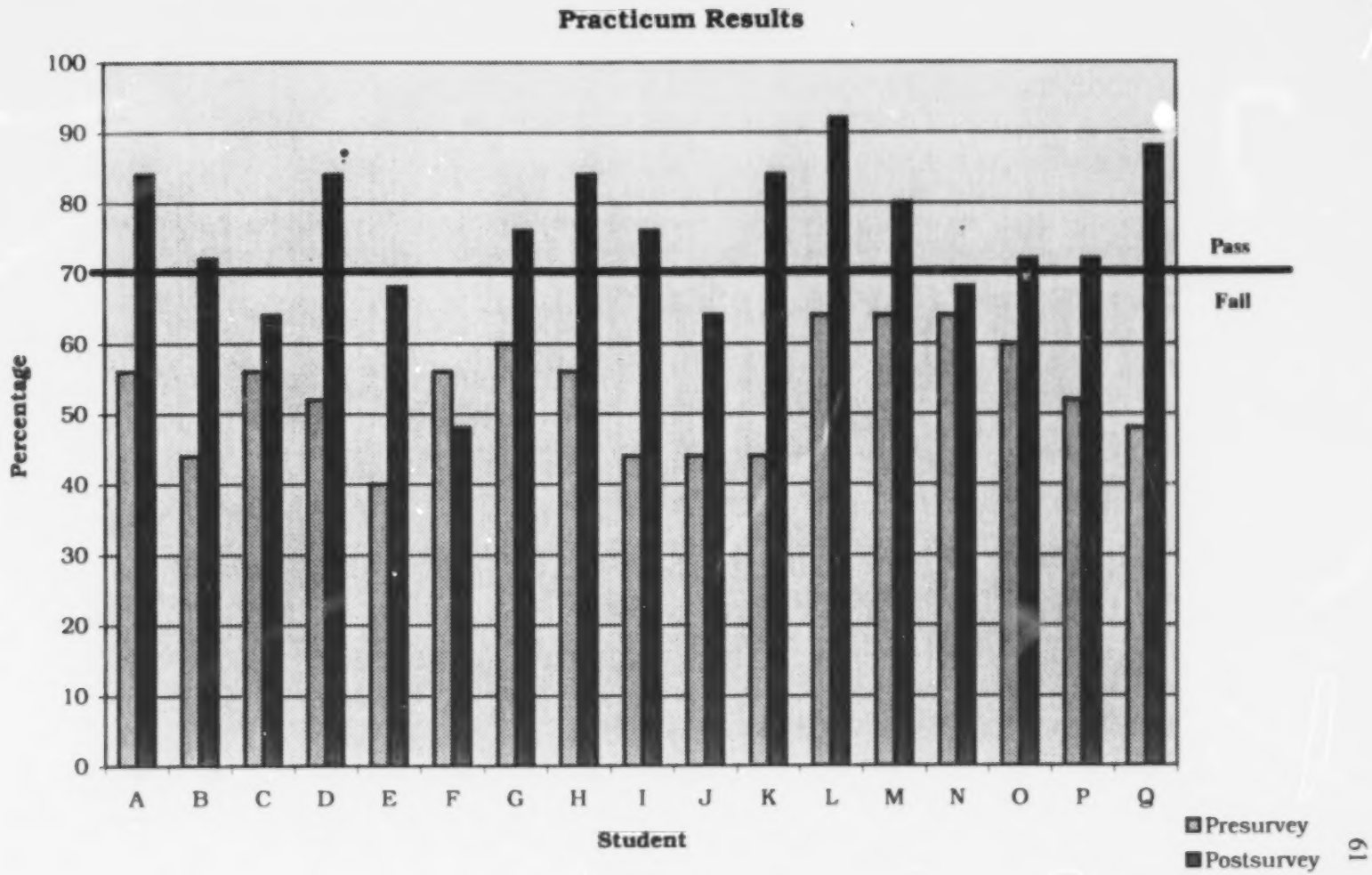
23. 3 1/2 inch and 5 1/4 inch disks:
    a. Are examples of floppy disks.
    b. Store the same amount of information.
    c. Can only store certain types of information.
    d. Can be used as a hard drive.

24. How can you erase all of the data on a floppy disk?
    a. Wipe the disk with a dry cloth.
    b. Format the disk.
    c. Create a catalog track.
    d. Copy the files onto another disk.

25. What does DIR A: do?
    a: Lists the contents of your disk.
    b. Lists the contents of the hard drive.
    c. Changes the name of a file.
    d. Changes the directory to the A drive.

Appendix D

Practicum Results


Practicum Results
100
90
80
70
60
50
40
30
20
10
0
Percentage
Pass
Fail
A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
Student
Presurvey
Postsurvey

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Appendix E

Practicum Survey Questionnaire

Survey Questionnaire

1. Do the stated objectives meet the course criteria?

2. Do the activities in the course reflect the objectives?

3. Would you recommend this course for use with Visual Communications students?

4. Do you have any suggestions or changes for this course?

Appendix F

Practicum Software Evaluation Forms

Practicum Software Evaluation Form

AUTHOR: Microsoft Corporation

TITLE: Microsoft Works 2.0 for Windows

CHECK ALL THAT APPLY

TYPE:
- ___Academic Game
- ___Administrative
- ___Test/Diagnostic
- ✓ Problem Solving
- ___Drill and Practice
- ✓ Simulation
- ___Tutorial
- ___Other

LEVEL: ___Preschool ___K-3 ___4-6 ___6-8 ✓ 9-12 ✓ Adult

PURPOSE: ___Remediation ✓ Developmental ___Enrichment

HARDWARE: Computer: 486/DX50 K Ram required: 1 mg Color: (Y) N

Number of Drives: 2 Printer: (Y) N Other: _____

	Circle Rating
CONTENT	
1. Program has educational value	(Y) N NA
2. Grammar accurate and free of syntax errors	(Y) N NA
3. Stereotype-free (race, ethnic, sex, etc.)	(Y) N NA
4. Content adaptable to varied instructional strategies	(Y) N NA
INSTRUCTIONAL QUALITY	
5. Purpose of the program well defined	(Y) N NA
6. Defined purpose achieved	(Y) N NA
7. Presentation of content clear and logical	(Y) N NA
8. Level of difficulty appropriate for target audience	(Y) N NA
9. Sequence organized for selected developmental steps	(Y) N NA
10. Graphics, color, sound appropriate for instruction	(Y) N NA
11. Student controls rate and sequence of presentation	(Y) N NA
12. Program self-paced and controls the sequence	(Y) N NA
13. Entry level prerequisites specified	(Y) N NA
14. Program user-friendly, easy-to-read, understand	(Y) N NA
TECHNICAL QUALITY	
15. Instructional text formatted/sized for easy reading	(Y) N NA
16. Students easily operate program independently	(Y) N NA
17. Relevant computer capabilities used	(Y) N NA
18. Program reliable and student-proof	(Y) N NA
19. Adequate error trapping	(Y) N NA
20. Easy escape from program provided	(Y) N NA
21. Record keeping/printouts of student progress	Y N (NA)
DOCUMENTATION	
22. Manuals available and user-friendly	(Y) N NA
23. Clear operating instructions and trouble shooting	(Y) N NA
24. Constant reference to documentation unnecessary	(Y) N NA
25. Table of Contents, Index, Glossary of Terms provided	Y N (NA)

7/92

Practicum Software Evaluation Form

AUTHOR: Electronic Arts

TITLE: Deluxe Paint II Enhanced

CHECK ALL THAT APPLY

TYPE:
- ___Academic Game
- ___Administrative
- ___Test/Diagnostic
- ✓ Problem Solving
- ___Drill and Practice
- ✓ Simulation
- ___Tutorial
- ___Other

LEVEL: ___Preschool ___K-3 ___4-6 ___6-8 ✓ 9-12 ✓ Adult

PURPOSE: ___Remediation ✓ Developmental ___Enrichment

HARDWARE: Computer: 486/DX50 K Ram required: 1mg Color: (Y) N

Number of Drives: 2 Printer: Y (N) Other:_____

	Circle Rating
CONTENT	
1. Program has educational value	(Y) N NA
2. Grammar accurate and free of syntax errors	(Y) N NA
3. Stereotype-free (race, ethnic, sex, etc.)	(Y) N NA
4. Content adaptable to varied instructional strategies	(Y) N NA
INSTRUCTIONAL QUALITY	
5. Purpose of the program well defined	(Y) N NA
6. Defined purpose achieved	(Y) N NA
7. Presentation of content clear and logical	(Y) N NA
8. Level of difficulty appropriate for target audience	(Y) N NA
9. Sequence organized for selected developmental steps	(Y) N NA
10. Graphics, color, sound appropriate for instruction	(Y) N NA
11. Student controls rate and sequence of presentation	(Y) N NA
12. Program self-paced and controls the sequence	(Y) N NA
13. Entry level prerequisites specified	(Y) N NA
14. Program user-friendly, easy-to-read, understand	(Y) N NA
TECHNICAL QUALITY	
15. Instructional text formatted/sized for easy reading	(Y) N NA
16. Students easily operate program independently	(Y) N NA
17. Relevant computer capabilities used	(Y) N NA
18. Program reliable and student-proof	(Y) N NA
19. Adequate error trapping	(Y) N NA
20. Easy escape from program provided	(Y) N NA
21. Record keeping/printouts of student progress	Y N (NA)
DOCUMENTATION	
22. Manuals available and user-friendly	(Y) N NA
23. Clear operating instructions and trouble shooting	(Y) N NA
24. Constant reference to documentation unnecessary	(Y) N NA
25. Table of Contents, Index, Glossary of Terms provided	Y N (NA)

7/92

A Computer Literacy Course for College Level Graphics (Commercial) Art Majors

by

Deborah Rose Myers
261-15-4090

A Practicum Attachment

Submitted to The Faculty of the Center for the
Advancement of Education of Nova University
in partial fulfillment of the requirements for the degree of
Educational Specialist.

The abstract of this report may be placed in a
National Database System for reference.

October 17, 1994

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The Art Institute of Fort Lauderdale
A College of Professional Studies

Course Outline (Syllabus)

Course Title: Introduction to Computers (AD 1215) 2nd Quarter
Quarter: Spring Quarter 1994
Instructor: Debbie Rose Myers

Course Description:
An introduction to computers and their use as a tool in business and society. This course prepares Visual Communications students to understand the application of computers and provides an opportunity for student success in both the professional and personal computer environment.

Course Objectives:
1. The student will demonstrate a basic knowledge of computer terminology.
2. The student will demonstrate an understanding of basic computer literacy to include:
   - The DOS System.
   - The Windows Environment.
   - Disk and file management.
3. The student will show the ability to successfully operate provided application programs:
   - Word processing, Spreadsheets, and Databases.
   - Graphics program.

Textbook/ Instructor References:

Textbook:	Digital Visions- Computers and Art	**Publisher:**	Harry N. Abrams, Inc.
Author:	Cynthia Goodman	**ISBN**	0-8109-2361-0
Textbook:	Microsoft Works 3	**Publisher:**	Que Books
Author:	Greg Schultz	**ISBN**	0-8802-2833-4
Textbook:	Using Deluxe Paint II	**Publisher:**	Electronic Arts

Projects to be graded: Projects are a very important part of the process of learning the computer, and using the computer programs provided. The projects will be graded in two ways: First on the completion of the project and second- (and more importantly) on the *creativity you display*. It is not enough to just "turn the project in," you must also demonstrate your understanding of good design. The projects are as follows:

Project #1	Format a letter with the word processor	10 points
Project #2	Create a database	10 points
Project #3	Create a spreadsheet	10 points
Project #4	Deluxe Paint II Enhanced Handout	30 points
Project #5	Assignment: Sunset Handout	20 points
	Final Exam	20 points

Course Outline (Syllabus) Page 2

1. Week 1 Introduction to course. Explanation of Syllabus. Demo on Computer. Formatting Disks. Checking for Viruses. Lecture: Introduction to DOS.

2. Week 2 Continuation of lecture on DOS commands: DIR, MD, CD, COPY, and wildcards. Students will participate on computer as lecture is given.

3. Week 3 Lecture and demonstration on Works and word processor to include: parts of the screen, word wrap, scrolling, inserting and replacing text, deleting text, formatting a page. **Assignment:** Student will create a letter as provided by instructor. Workshop time allowed after lecture.

4. Week 4 Lecture and demonstration: Using the database program, entering data, and arranging information in different ways. Workshop time allowed to complete database assignment.

5. Week 5 Lecture and demonstration: Using the spreadsheet program. Creating cells and rows,entering information, manipulating the data. Workshop time allowed to complete spreadsheet assignment.

6. Week 6 **Midterm Exam** based on "Windows and Microsoft Works." Deluxe Paint II. Drawing skills with the computer. Continuation of first assignment. Lecture and demonstration: Working with Type and Color. Workshop time allowed. **Handout Due by the end week 9**.

7. Week 7 Continuation of handout. "Working with gradients." Creating and defining gradients for the computer painting program. Re-calling. Gradients and how to use them in a drawing. Workshop time will be given today.

8. Week 8 Lecture: Working with the Brush Sselector- Bending the Brush, Gradient on the Brush. Workshop time allowed.

9. Week ending 9 Workshop Day. **Handout Due today**.

10. Week 10 Lecture and Handout: "Putting it all together: The Sunset". How Stencils work. Workshop time allowed at conclusion of lecture. Instructor will work with individuals to complete final assignment: The Sunset.

11. Week 11 Final Day of Class. **Final project: The Sunset** due today. **Final Exam**. Critique and wrap-up of course.

Attendance Policy: Attendance is an important part of this class. *The Course cannot be completed on the handouts alone.* All lectures will be scheduled for the beginning of class and *will not be repeated.* It is the responsibility of the student to make up any lost time. The student will be suspended after 12 accumulated hours of absence (This includes tardiness).

Grading Criteria: Mastering the Program: Demonstration of good design as it applies to the Desktop Publishing Process.

ART INSTITUTE OF FORT LAUDERDALE

Course Title: Introduction to Computers

Course Objective:

The student will develop a basic understanding of computers as a tool for more effective and efficient communications including the following skills and applications:

The student will gain an understanding of computer terminology as applicable to Desktop Publishing and related computer applications.

The student will be shown the basics of DOS: The operating language and related skill areas.

The student will be able to successfully integrate the following skills in a variety of complex applications.

- Word processing functions and applications
- Database functions and applications
- Spreadsheet functions and applications
- Introduction to drawing/painting/publishing
- Applications of Communications and Creative Writing Skills on the computer

The student will be able to successfully operate provided applications programs

Duration of Course: 11 weeks

Textbook: (Several under consideration)

NOTE: The program Microsoft Works ver. 2.0 (Works for Windows if available) Reference Manual, equipment manuals, DOS manual. Various handouts, examples and supplemental references.

Instructor References:

Textbook:	**Publisher:**
Author:	ISBN
Textbook:	**Publisher:**
Author:	ISBN

ART INSTITUTE OF FORT LAUDERDALE

Course Title: Introduction to Computers **Week** 1

Class Objective:

The student will be given:

1. An introduction to the course.
2. An introduction to PC compatible computers which will include appropriate terminology for hardware and software.
3. An introduction to word processing, spreadsheet, design, communica tion and database applications including a demonstration of the applications possible.
4. An explanation of floppy disks and their relation to the hard drive of the computer.
5. The significance of "Viruses" and the usage of the virus checking programs.

Major Points:

1. The grading system and cost for the course.
2. The philosophy of frustration when learning computers and how to understand and beat the feelings.
3. What viruses can do and how to avoid them. Using the virus check program.
4. What to do to get started in any computer program. Why, when and how to format a floppy disk.
5. What to look for on the monitor before using the keyboard.
6. Basic DOS commands and how modern software simplifies computer operations.

Activities:

1. The instructor will show students the interior of a computer and identify its related parts.
2. The student will format a disk.
3. The student will use the virus checking program to check the formatted disk.

Assignments:

1. The student will review class material for following class session.
2. Workshop time will be given.

Introduction to Computers Debbie Rose Myers

Introduction to DOS

DOS is the operating system that allows you to "talk" to your computer. It provides the working base for all other programs such as Windows, graphics programs, word processors, and games. It acts as an air traffic controller- routing information throughout the computer. It also allows you to control your computer using simple English commands, which the computer translates into complex computer language. In this handout, you will learn how to format a disk, create a directory, and copy files to that directory.

The files on your disk can be divided into a variety of categories. The three letter code located at the end of the file will tell you a little bit about that file. This code is known as the File Extension. The letters at the beginning of the file will tell you the name of the file. That name can only be **eight letters** long. (So name your files very carefully!)

Most DOS files are program files. They have extensions that describe the program. You might see extensions such as .BAS, .HLP, or CPI. These are just the computers way of telling you a little bit about the program. You will also see .EXE files. They represent the files that actually begin the program for you.

Starting DOS

Let's begin by moving to the DOS prompt and checking out the date, time, and the version of DOS the computer is using.

1. At the AIFL Program Main Menu, Select Option 0 to move to the DOS prompt. You will see: **C:\>**
This is the computers' way of telling you that you are in the "Root" or main holding area of the hard drive.

2. Type the word:
TIME (Press the Enter key.)

The computer will display the time for you. Since it is probably not correct, type in the current time and press the Enter key. Notice that you must place a colon (:) between each number to separate the hour and the minute. Example- 2:27:00 means it is 14:27 and zero seconds in the afternoon.

3. Now let's try entering the date. First type in:
DATE (Press the Enter key.)

The computer will tell you the day of the week, followed by the month, the day, and the year. If the date needs to be changed, do so now, otherwise press the Enter key to return to the DOS prompt. To change the date, you only have to enter the month, day, and year. The computer will figure out the day of the week for you!

4. Let's take a look at the version of DOS your computer is currently using. At the DOS prompt, type the word:
VER (Press the Enter key.)
The computer will display the version it is using. You should see- IBM DOS Version 6.00.

Formatting Your Disk

A disk is made up of mylar (that's scotch tape without the sticky stuff!) coated with a thin layer of iron oxide (that's rust!). It is held inside a thin plastic dust cover. When you first purchase your disk, you must prepare it to hold your file information. This is known as formatting. Formatting places a series of binary codes (0's and 1's) on the disk. It actually magnetizes the disk to accept these codes which is why you must never put your disk near a magnetic source such as a VCR or a refrigerator. These types of equipment can damage the disk by changing the codes and erasing your files. Let's format a disk now...

1. Place the new disk in Drive -A-. At the DOS prompt, (C:\>) type:
FORMAT A: (Press the Enter key.)

The computer will ask you to make sure you have placed the disk in the drive.
Press the Enter key.

The computer will begin the formatting process. When the computer is finished, it will ask you for a Volume name... you may "name" your disk if you wish! (Remember: Eight letters only) The computer will ask you if you wish to format another. Type in the letter:
N for no. (Press the Enter key.)

You will be returned to the DOS prompt. Your disk is now prepared to accept your new files.

Viewing Files

Your hard drive is divided into little sections called Directories. Each directory is like a drawer in your home filing cabinet. Every program on you hard drive has its own little holding area or directory. These directories store all of the files necessary for that program to run properly. The main holding area of the hard drive is called the "Root Directory". Let's take a look at it now.

1. To view the Root Directory, type:
   DIR (Press the Enter key.)

You will see a long list of files "Scroll" or move down the screen. It probably happened so fast that you didn't even get a chance to look at the different files. Let's fix that...

2. At the DOS prompt, type:
   DIR/P (Press the Enter key.)

(Notice that this time, the slash is forward, instead of backwards.) This will once again scroll through the files for you, but this time, the computer will stop at the end of the screen to allow you to take a look. To continue the scroll, press a key on the keyboard. You are telling the computer to continue to display the files.

3. Now type the word:
   TREE (Press the Enter key.)

The computer now displays all of the contents of your hard drive as a little tree with all of its branches. What you are seeing are other sub-directories located on the hard drive.

Did you notice that some of the files have a (DIR) after their names? Did you notice that every file had a date after it? Did you also notice that some of the files have a three letter extension separated by a period? What does all this mean? Let's explore DOS names...

C : \ W I N D O W S \ M Y F I L E . W K I

Drive C Root Directory Windows Sub-directory Delinater or separator File name Extension

All you need to know about a file is located here with the file name.

Copying Files Onto Your Disk

The copy command is one of the most used DOS commands. Let's practice moving files from the hard drive (-C-) to your disk (-A-). This is important to know especially if you accidentally save the file onto the hard drive...(perish the thought!)

1. To copy the file TEST.WPS, type:
   C:\DOS> **copy c:test.wps a:** (Press the Enter key.)

2. The computer will transfer a copy of that file onto your disk. But how do you know that for sure? Let's display the directory of your floppy disk in the -A- drive to check that copy was made:
   C:\DOS: **dir a:** (Press the Enter key.)

3. Now you have a file on your disk displayed:
   TEST WPS (file size) 10-16-94

Organizing With Directories

As you have seen, when you formatted your disk, DOS made a directory of that disk. Now let's create a new holding area or Sub-Directory on your disk. The sub-directory is like a branch on a tree. First, there is the main trunk (the Root Directory) and then there are the branches (the sub-directories). We will begin by changing drives, from the hard drive, -C-, the your disk, -A-.

1. At the DOS prompt, type
   CD a: (Press the Enter key.)
This will activate your disk. You will see the C:/> change to A:/>.
Your disk is now the active drive.

Now lets create a new sub-directory on your disk. At the prompt, type MD GRAPHICS. You have just created a new sub-directory called the GRAPHICS directory. How can you tell? At the DOS prompt, type:
   DIR (Press the Enter key.)

This will once again, give you a listing of everything on your disk:

B:\>	GRAPHICS	DIR		10-19-94	2:34p
	TEST	WPS	53	10-19-94	1:37p

To return to the computer hard drive, type:

C: (Press the Enter key.)

This will return you to the C prompt. To return to the AIFL Main Menu, type the word:

MENU (Press the Enter key.)

You will be returned to the school's menu.

Congratulations on a job well done...!

Computer Terms

Application - A software program designed for a specific, such as a spreadsheet, a word processor, or database.

Desktop - Windows programs that operate with MS-DOS Executive that provide the basic capabilities of the software, such as a Calculator, Clock, Notepad, and Draw.

DOS-based - Applications developed to work in DOS.

Memory-Resident - Applications, that after being loaded, stay in memory (RAM) until they are removed or the computer is turned off or rebooted.

Windows - Software developed to act as a holding program for other programs, such as Microsoft Works, and Aldus PageMaker.

Backup - To make a copy of software for the purpose of preserving the information in the event of loss or damage to the original medium on which it is recorded.

Blank - Empty. In reference to a floppy disk, a blank disk is one which is brand new, and which has not been formatted.

Bit - This term is computerese for binary digit. The most frequent grouping of bits is 8, which is the number needed to express a byte, or one character.

Boot - To bring the computer system on-line or "up". To turn the computer on.

Bug - A mistake in software causing a computer malfunction.

Byte - A grouping of eight bits to form a piece of information such as a letter, number or other symbol.

Central Processing Unit (CPU) - The most important element in a computer system. Like the human brain, it regulates and controls the functions of every other part of the computer.

Clicking - Term used to instruct you to point to a command, filename, letter, or object, and press the left mouse button.

Compatible - Able to work with; when two devices are able to work together, they are said to be compatible.

Computer - Any electronic instrument that can store a specific set of instructions, process incoming data based on this set of instructions, and send the data out to an external device.

Configuration - The specific arrangement of computers, peripherals, software, etc., comprising a complete system.

Crash - A breakdown resulting from a software or hardware malfunction.

Database - An organized compilation of computerized data. All of the members of the Advertising Federation of Fort Lauderdale, their addresses, and telephone numbers would comprise a database.

Default - A choice made by the computer as to which device, option, or command automatically applies. You can override defaults by choosing another device, option, or command.

Directory - A group of files on a disk. A means of dividing your files into easy to use groups. Directories can be further divided into sub-directories.

Disk Operating System - A disk operating system (DOS) is a group of programs that controls the computer and its disk storage.

Double-Click - This term instructs you to firmly click the mouse's left button twice.

Drag - This term is used to instruct you to move the mouse while pressing its left button.

Execute - To carry out an instruction or a command.

Field - a database category of information in a data file. For example, an employee record might contain three fields: name, address, and pay rate.

Floppy Disk - A floppy disk is a circular piece of plastic-like material that is coated with a metallic oxide. This flexible disk is housed in a protective jacket. When inserted into a drive, the diskette spins inside the jacket.

Floppy Disk Drive - A physical unit that has a slot capable of holding a floppy disk. It provides removable and transportable storage of programs and data for the Personal Computer.

Font - A unique combination of typeface, type size, type style, and type weight. For instance, Helvetica (typeface), 12 point (type size), bold (type weight) is one font.

Gigabyte - One billion bytes.

Hard Disk - A hard disk is similar to a floppy disk, except that the disk uses a rigid, metal ring that is coated with a metal oxide, thus giving it the name of "hard". It can also hold more information because more information can be recorded per inch.

Head - The moving section of a disk drive that drops down to read or write information on the disk.

Icons - Small visual representations of programs installed in memory. Selecting an icon performs the same function as typing the program name and running it.

Kilobyte (Kb) - This term stands for one thousand bytes, or one thousand characters. Example: 360 Kb stands for three hundred sixty thousand characters.

Language - A logical, comprehensible code used to process, store, and retrieve information in the computer. Example: DOS.

Mass Storage - A device with a large capacity for storage of data such as s a hard drive or a Syquest cartridge.

Megabyte (Mb) - This term stands for one million bytes, or one million characters. Example: 2 Mb stands for two million characters.

Memory - That area of a computer in which information is stored.

Menu - A display of options available to the computer operator.

Monitor - A video screen displaying the computer output for viewing by the operator.

Mouse - A device that is rolled on a flat surface to move the Mouse pointer around the computer's screen. The mouse got its name from its appearance; small size and long cord, which resembles a tail.

Pixels - The dots which form the image on a video screen. Monitors are measured in pixels.

PostScript - A page description language that is used by laser printers, high resolution printers and typesetters.

Prompt - MS-DOS displays a symbol called the prompt that contains the default drive letter followed by a greater than sign (>).

Pull-down Menu - A vertical list of program commands and option. In Windows, it can be seen in all programs.

Random Access Memory (RAM) - This memory is used to temporarily hold program and data information, and to act as work space for the CPU. RAM's workspace is volatile, which means that if the power is turned off, the contents are lost and RAM "forgets" what it was holding. RAM can be purchased by the Megabyte, so a computer's RAM can be quite small or large.
Read Only Memory (ROM) - This type of memory is preprogrammed into the computer and contains one or more programs vital to the computer's use such as a start-up program that starts the disk drives, and loads the operating system. The contents of ROM remain when the power is turned off, unlike the RAM memory.

Software - Computer programs, instructions, etc. which control the way in which information is processed by the hardware.

User Interface - The structure the software provides for interaction with users. The user interface in DOS is its command line prompt (C:\> or A:\>). In Windows, the interface includes the windows, icons, and pull-down menus.

Wildcard - A character that represents another character or characters. For example, *.* denotes all the files in a directory or on a floppy disk.

ART INSTITUTE OF FORT LAUDERDALE

Course Title: Introduction to Computers **Week** 2

Class Objective:

The student will:

1. Review and apply the DOS command: Format.
2. Demonstrate the difference between the -A- Drive and the -C- drive.
3. Review and apply DOS commands on both a -A- and -C- drives..

Major Points:

How to use the Basic DOS commands:

DIR
MD
COPY
Wildcards.

Activities:

1. The student will create a directory on the floppy disk.
2. The student will enter into the newly created directory.
3. The student will copy a file from the hard drive onto the floppy disk.
4. The student will move back to the hard drive and lean how to use a Wildcard symbol.

Assignments:

1. The student will read the instructor provided material on the word processor for the following class session.
2. Workshop time will be given.

ART INSTITUTE OF FORT LAUDERDALE

Course Title: Introduction to Computers **Week** 3

Class Objective:

The student will:

1. Be introduced to the word processor program.
2. Demonstrate the various formats including: alignments, boldface, underline, italic, fonts through the creation of a business letter.

Major Points:

1. Introduction to the various word processing options and editing capabilities.
2. Indents and spacing (including hanging indents), dingbats, borders. Inserting special characters.
3. Input, editing and revising.
4. Spell checking and thesaurus.

Activities:

1. The student will start the word processing program and create a letter.
2. The student will format the letter according to instructor provided handout.
3. The student will save the file to the floppy disk.
4. The student will print the business letter.
5. The student will exit the program and exit Windows.

Assignments:

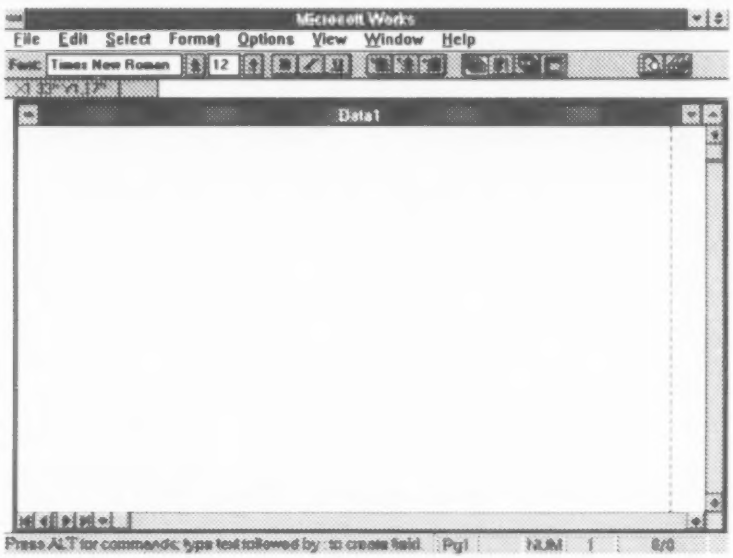
1. The student will turn in business letter for grading.
2. The student will read the instructor provided material on the database program for the following class session.
3. Workshop time will be given.

Introduction to Computers Debbie Rose Myers

Creating a Database

The term *Database* describes a collection of data organized in a manner that allows access, retrieval, and use of that data. A database is a tool which allows you to create, store, and retrieve data. Many people record information such as the names, addresses, and telephone numbers of friends, business clients, and records of expenses for tax purposes. These records must be arranged so the data can be easily accessed when required. You can sort these files alphabetically, select only a few records to print, or create mailing labels or form letters.

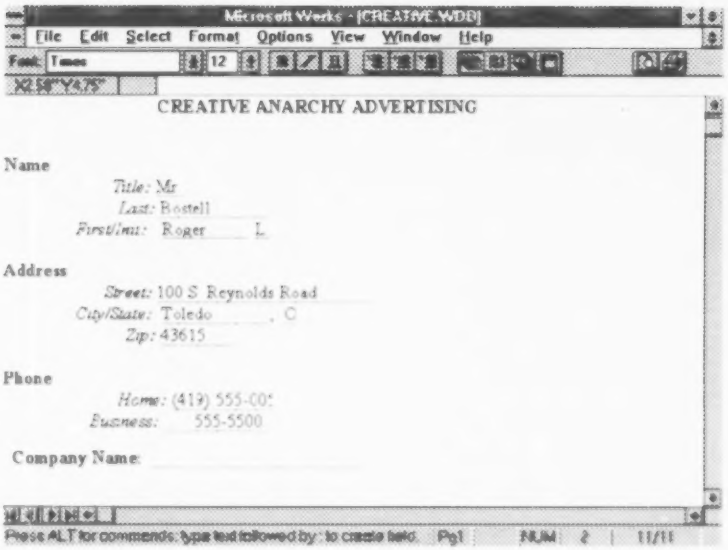
This handout will help you to create a client database using Microsoft Works. This database contains information about your company- Creative Anarchy Advertising. We will begin by opening a database that has already been started, then fill in additional information.



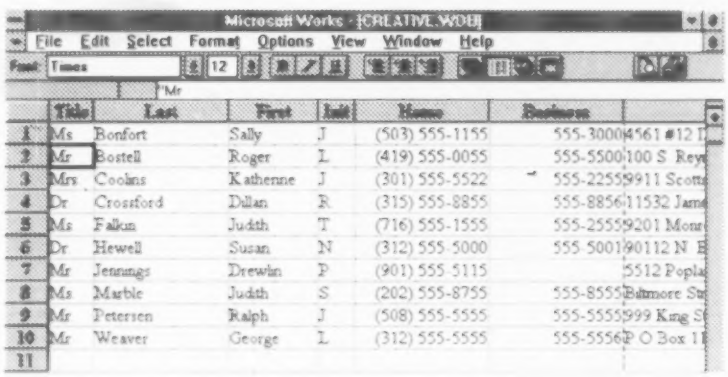
1. Open the file (on the -A- drive) called CREATIVE.WDB. (notice that the file has a WDB after it, letting you know that it was created in a database) Let's begin by taking a look at this database.

Notice that it contains information about your clients. This is called a **Record**. A record consists of a series of fields. A **Field** is specific piece of information within a record. For example in your database, the fields include the names of your clients, their addresses, and telephone numbers. The records include the *actual information* on each client. You will be adding company names and the birthdays for each of your clients.

2. Click on the Form View Button. The database will switch to a different view. This is the view that lets you see all of your information, both records and fields. Here you will add in a new Record- the company's name.



3. At the bottom of the page, under the last entry, (Phone: Business) Click once. Move the cursor up to the Form Top Dialog Box and type- **Company Name**, followed by a colon (:). Press the Enter Key. A new dialog box will pop up. This is the Field Name Box. In the Width Box, change the number to 30 and Click the O.K. button. You are telling the program how many characters long the names will be.

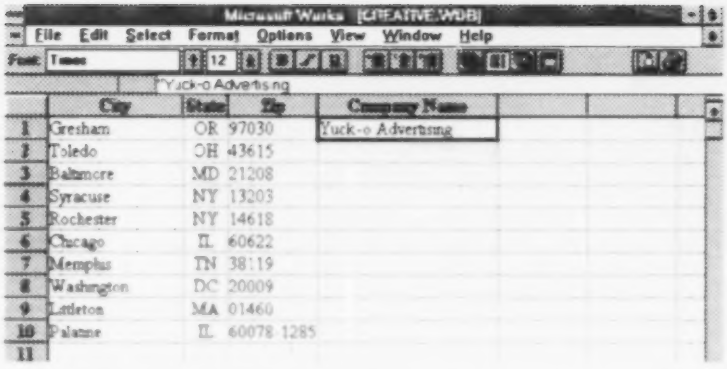

Microsoft Works - [CREATIVE.WDB]
File Edit Select Format Options View Window Help
Font: Times
12
Mr
Title Last First Init Home Business
1 Ms Bonfort Sally J (503) 555-1155 555-3000 4561 #12 I
2 Mr Bostell Roger L (419) 555-0055 555-5500 100 S. Rey
3 Mrs Coolans Katherine J (301) 555-5522 555-2255 9911 Scott
4 Dr Crossford Dillan R (315) 555-8855 555-8856 11532 Jam
5 Ms Falkin Judith T (716) 555-1555 555-2555 9201 Mour
6 Dr Hewell Susan N (312) 555-5000 555-5001 90112 N. E
7 Mr Jennings Drewlin P (901) 555-5115 5512 Popl
8 Ms Marble Judith S (202) 555-8755 555-8555 Biltmore Su
9 Mr Petersen Ralph J (508) 555-5555 555-5555 999 King S
10 Mr Weaver George L (312) 555-5555 555-5556 P O Box 1
11

4. Now that you have input a new Record, you will need to make it Bold to match the others. Click on *Company Name* then Click on the "B Box" for a Bold faced entry.

5. Now let's take a look at what things look like so far. Click on the List View Button. The program will switch over to the List side. You will scroll over to the last entry on the right. There you will see the new Record at the top called **Company Name**.

Notice that although you have put this new Record in, it has been partially cut off by a long thin separator line. Let's move that line over a little, so that you will be able to see the entire name. Position the cursor so that it is touching the line. Hold down the button and drag the line over to the right just a little to the other side of the word "Name". When you let go, the type will reposition to include the new box.

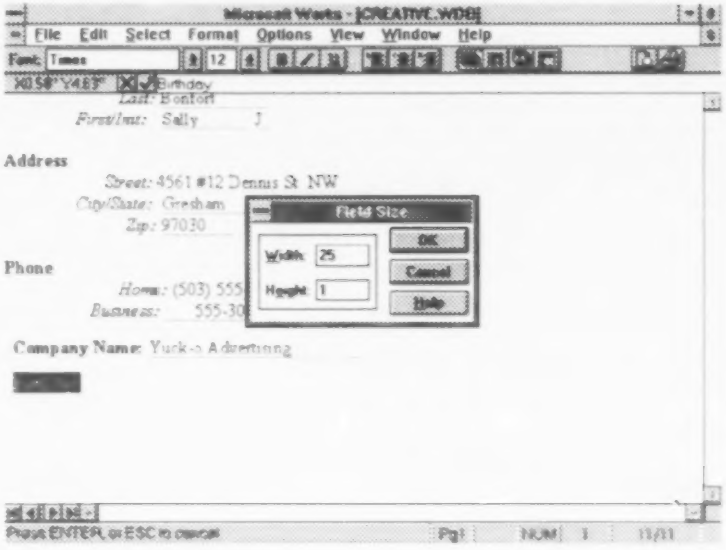
6. Now let's give the client a company name. This will be a new **Field**. Click under the Company Name on Line 1. Type in the name- Yuck-O Advertising, then press the Enter Key. This becomes the new name of this company.


Microsoft Works [CREATIVE.WDB]
File Edit Select Format Options View Window Help
Font: Times 12
Yuck-o Advertising
City State Zip Company Name
1 Gresham OR 97030 Yuck-o Advertising
2 Toledo OH 43615
3 Baltimore MD 21208
4 Syracuse NY 13203
5 Rochester NY 14618
6 Chicago IL 60622
7 Memphis TN 38119
8 Washington DC 20009
9 Littleton MA 01460
10 Palatine IL 60078-1285
11

7. Move down the list and give each client a new company name.

Now that we have added a Company Name Record, let's record a Birthday Record for each of your clients.

1. Click on the Form View Button. The database will switch to a different view. This is the view that lets you see all of your information, both records and fields. Here you will add in a new Record- the client's birthday.

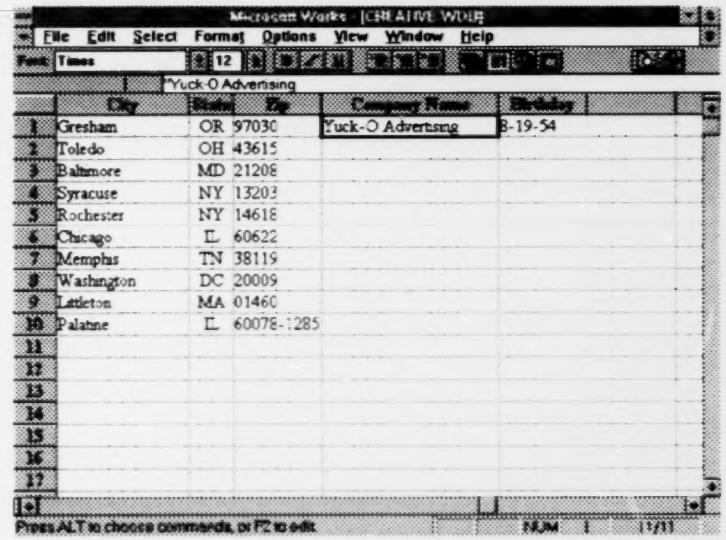


2. At the bottom of the page, under the last entry, (Phone: Business) Click once. Move the cursor up to the Form Top Dialog Box and type- **Birthday**, followed by a colon (:). Press the Enter Key. A new dialog box will pop up. This is the Field Name Box. In the Width Box, change the number to 25 and Click the O.K. button. You are telling the program how many characters long the dates will be.

3. Now that you have input a new Record, you will need to make it Bold to match the others. Click on *Birthday* then Click on the "B Box" for a Bold faced entry.

4. Now let's take a look at what things look like so far. Click on the List View Button. The program will switch over to the List side. You will scroll over to the last entry on the right. There you will see the new Record at the top called **Birthday**. Notice that although you have put this new Record in, it has been partially cut off by a long thin separator line.

Let's move that line over a little, so that you will be able to see the entire name. Position the cursor so that it is touching the line. Hold down the button and drag the line over to the right just a little to the other side of the word "Birthday". When you let go, the type will reposition to include the new box.



5. Now let's give each client a birthday. This will be another new **Field**. Click under the Birthday on Line 1. Type in a birthday such as 12-24-59, then press the Enter Key. This becomes the new birthday for this client.
6. Move down the list and give each client a new birthday.

When you are finished, you will need to **SAVE** and **PRINT** this file.

Congradulations! You have just created your first Database!

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	Title	Last	First	Init	Home	Business	Street	City	State	Zip	Company Name	Birthday	
1	Ms.	Bonfort	Sally	J.	(503) 555-1155	555-3000	4561 #12 Dennis St. NW	Gresham	OR	97030			
2	Mr.	Bostell	Roger	L.	(419) 555-0055	555-5500	100 S. Reynolds Road	Toledo	OH	43615			
3	Mrs.	Coolins	Katherine	J.	(301) 555-5522	555-2255	9911 Scotts Level Road	Baltimore	MD	21208			
4	Dr.	Crossford	Dillan	R.	(315) 555-8855	555-8856	11532 James Street	Syracuse	NY	13203			
5	Ms.	Falkin	Judith	T.	(716) 555-1555	555-2555	9201 Monroe Avenue	Rochester	NY	14618	Winey Ads	8-19-54	
6	Dr.	Hewell	Susan	N.	(312) 555-5000	555-5001	90112 N. Elston	Chicago	IL	60622	Yuck-O Ads		
7	Mr.	Jennings	Drewlin	P.	(901) 555-5115	345-9786	5512 Poplar Ave.	Memphis	TN	38119			
8	Ms.	Marble	Judith	S.	(202) 555-8755	555-8555	Biltmore Street NW Suite 1	Washington	DC	20009			
9	Mr.	Petersen	Ralph	J.	(508) 555-5555	555-5555	999 King Street	Littleton	MA	01460			
10	Mr.	Weaver	George	L.	(312) 555-5555	555-5556	P.O Box 1111	Palatine	IL	60078			
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ART INSTITUTE OF FORT LAUDERDALE

Course Title: Introduction to Computers **Week** 4

Class Objective:

The student will:

1. Be introduced to the database section of the program.
2. Manipulate an instructor provided database example.
3. Correct errors in a label, and a name in Form view.
4. Display, format, and sort the database in List view.
5. Print the database.
6. Save the file and exit the program.

Major Points:

1. Introduction to the various database options and capabilities.
2. Identifying elements of the database screen.
3. Editing an existing file.
4. Printing the file.

Activities:

1. The student will open an existing database.
2. The student will format the database according to instructor provided handout.
3. The student will save the file to the floppy disk.
4. The student will print the database.
5. The student will exit the program and exit Windows.

Assignments:

1. The student will turn in database printout for grading.
2. The student will read the instructor provided material on the spreadsheet tool of the program for the following class session.

ART INSTITUTE OF FORT LAUDERDALE

Course Title: Introduction to Computers **Week** 5

Class Objective:

The student will:

1. Be introduced to the spreadsheet section of the program.
2. Start the Microsoft Works Spreadsheet tool.
3. Open an instructor provided Spreadsheet example.
4. Write and enter formulas.
5. Enter and format multiple row titles.
6. Print the spreadsheet.
7. Save the file and exit the program.

Major Points:

1. Introduction to the various spreadsheet options and capabilities.
2. Identifying elements of the spreadsheet screen.
3. Entering a value and a formula.
4. Formatting the spreadsheet.

Activities:

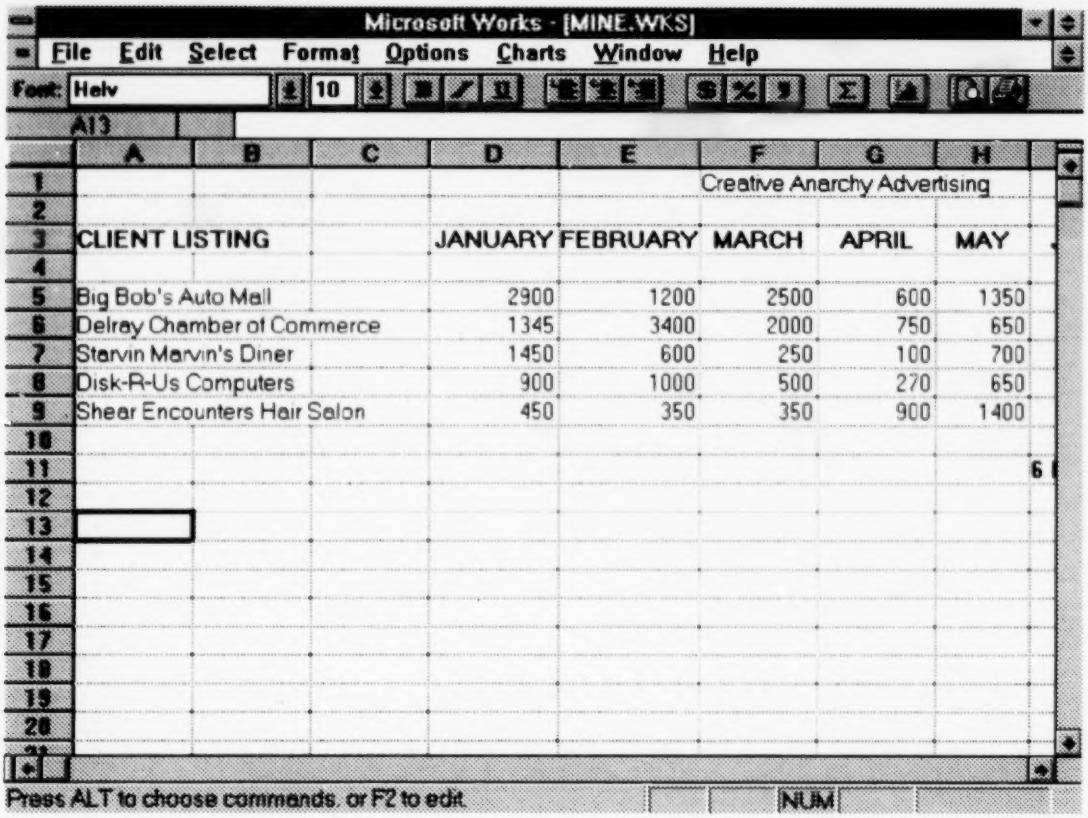
1. The student will open an existing database.
2. The student will format the spreadsheet according to instructor provided handout.
3. The student will save the file to the floppy disk.
4. The student will print the spreadsheet.
5. The student will exit the program and exit Windows.

Assignments:

1. The student will turn in database printout for grading.
2. The student will review the instructor provided materials on the word processor, database, and spreadsheet tools of the program for the following class session.
3. Student will be reminded about **Midterm Quiz** the following class session.

Introduction to Computers Debbie Rose Myers

Creating a Spreadsheet


Microsoft Works - [MINE.WKS]
File Edit Select Format Options Charts Window Help
Font: Helv 10
A13
Creative Anarchy Advertising
CLIENT LISTING JANUARY FEBRUARY MARCH APRIL MAY
Big Bob's Auto Mall 2900 1200 2500 600 1350
Delray Chamber of Commerce 1345 3400 2000 750 650
Starvin Marvin's Diner 1450 600 250 100 700
Disk-R-Us Computers 900 1000 500 270 650
Shear Encounters Hair Salon 450 350 350 900 1400
Press ALT to choose commands, or F2 to edit
NUM

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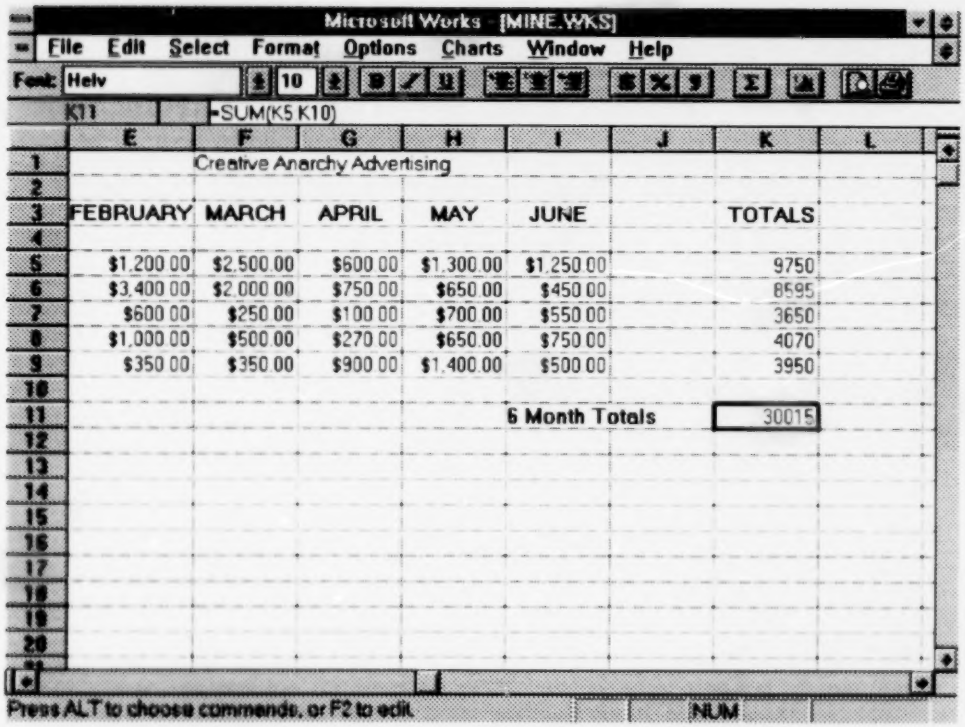
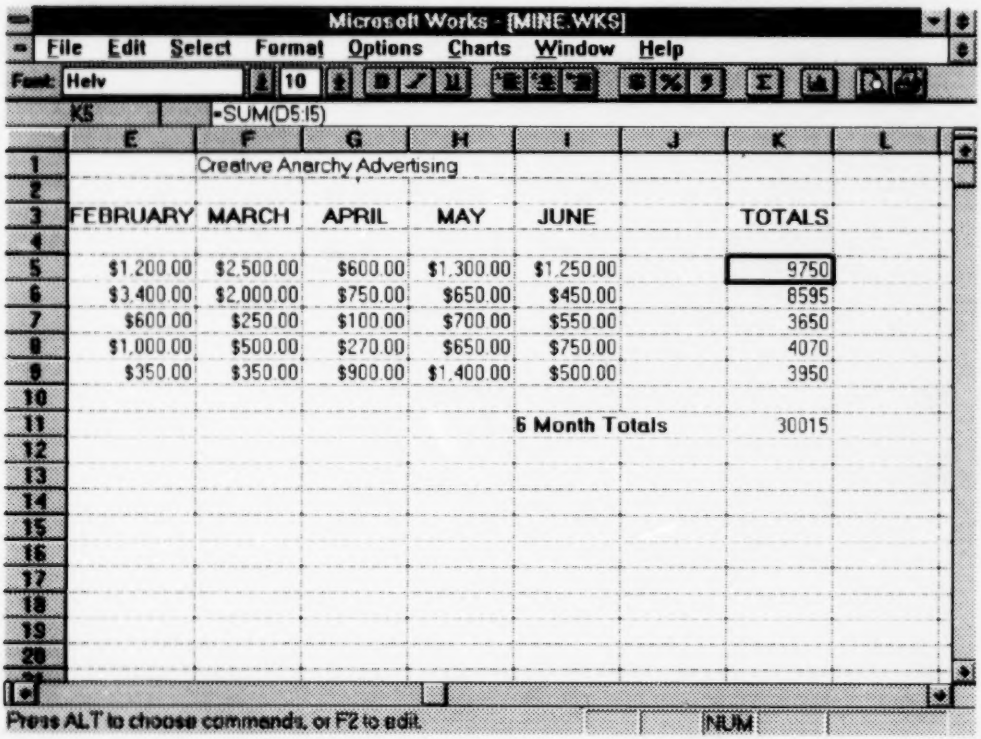

Microsoft Works - [MINE.WKS]
File Edit Select Format Options Charts Window Help
Font: Helv 10
K11 =SUM(K5:K10)
Creative Anarchy Advertising
FEBRUARY MARCH APRIL MAY JUNE TOTALS
$1,200.00 $2,500.00 $600.00 $1,300.00 $1,250.00 9750
$3,400.00 $2,000.00 $750.00 $650.00 $450.00 8595
$600.00 $250.00 $100.00 $700.00 $550.00 3650
$1,000.00 $500.00 $270.00 $650.00 $750.00 4070
$350.00 $350.00 $900.00 $1,400.00 $500.00 3950
6 Month Totals 30015
Press ALT to choose commands, or F2 to edit.
NUM


Microsoft Works - [MINE.WKS]
File Edit Select Format Options Charts Window Help
Font: Helv 10
K5 =SUM(D5:I5)
Creative Anarchy Advertising
FEBRUARY MARCH APRIL MAY JUNE TOTALS
$1,200.00 $2,500.00 $600.00 $1,300.00 $1,250.00 9750
$3,400.00 $2,000.00 $750.00 $650.00 $450.00 8595
$600.00 $250.00 $100.00 $700.00 $550.00 3650
$1,000.00 $500.00 $270.00 $650.00 $750.00 4070
$350.00 $350.00 $900.00 $1,400.00 $500.00 3950
6 Month Totals 30015
Press ALT to choose commands, or F2 to edit.
NUM

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CREATIVE ANARCHY ADVERTISING

CLIENT LISTING	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	TOTALS
Big Bob's Auto Mall	650						
Delray Chamber of Commerce	350						
Starvin Marvin's Diner	475						
Disk-R-Us Computers							
Shear Encounters Hair Salon							
						6 Month Totals	

CREATIVE ANARCHY ADVERTISING

CLIENT LISTING	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	TOTALS
Big Bob's Auto Mall	$2,900.00	$1,200.00	$2,500.00	$600.00	$1,300.00	$1,250.00	$9,750.00
Delray Chamber of Commerce	$1,345.00	$3,400.00	$2,000.00	$750.00	$650.00	$450.00	$8,595.00
Starvin Marvin's Diner	$1,450.00	$600.00	$250.00	$100.00	$700.00	$550.00	$3,650.00
Disk-R-Us Computers	$900.00	$1,000.00	$500.00	$270.00	$650.00	$750.00	$4,070.00
Shear Encounters Hair Salon	$450.00	$350.00	$350.00	$900.00	$1,400.00	$500.00	$3,950.00
						6 Month Totals	$30,015.00

ART INSTITUTE OF FORT LAUDERDALE

Course Title: Introduction to Computers **Week** 6

Class Objective:

1. The student will demonstrate an understanding of the word processor, spreadsheet, and database programs through completion of the handouts.

The student will be able to:

1. Begin the graphics program.
2. Create an image using the basic shape tools on the main menu.
3. Create an image that successfully uses the gradient function of the program.
4. Create an image that successfully uses the text function of the program.

Major Points:

1. Introduction of the drawing program and the main parts of the drawing screen.
2. How to use the Draw Tool, Line Tool, Text Tool, and the Ellipse Tool.
3. Working with the Text Tool: Selecting a style and size of font.
4. How to use the Flood Fill Tool with the above tools.
5. How to Save a design and Recall it when needed.

Activities:

1. The student will start the graphics program and correctly setup the main menu.
2. The student will watch a demonstration of the main tools of the program.
3. The student will create a picture using the tools demonstrated.
4. The student will Save a design to disk.

Assignments:

1. The student will create and save the first assignment of the instructor provided handout.
2. The student will review the instructor provided materials on the graphics program for the following class session.

ART INSTITUTE OF FORT LAUDERDALE

Course Title: Introduction to Computers **Week** 7

Class Objective:

1. The student will demonstrate the ability to recall images on the disk.
2. The student will be able to design an image using the basic shape tools on the main menu provided by the program.
3. The student will be able to create an image that successfully uses the gradient function of the program.
4. The student will be able to illustrate an image that successfully uses the text function of the program.

Major Points:

1. Recalling the image saved from the previous week.
2. Working with the Text Tool: Selecting a style and size of font.
3. Creating a custom palette.
4. Defining a range of colors from the custom palette.
5. Instructing the computer to accept the range of colors specified.
6. Locating and applying a light source to the color range.
7. Using the new color range in application.

Activities:

1. The student will start the graphics program and correctly setup the main menu.
2. The student will watch a demonstration of the gradient tools of the program and will create a custom gradient.
3. The student will create a picture using the gradient and text tools demonstrated.
4. The student will Save a design to disk.

Assignments:

1. The student will create and save the second and third assignments of the instructor provided handout.
2. The student will review the instructor provided materials on the graphics program for the following class session.

ART INSTITUTE OF FORT LAUDERDALE

Course Title: Introduction to Computers **Week** 8

Class Objective:

1. The student will demonstrate an understanding of the Brush Selector and its uses in developing a drawing.
2. The student will produce an example that includes the blending of both the Text and Brush Tool.
3. The student will create an illustration using the Brush Selector tool, along with the Gradient, and Flood Fill Tool.

Major Points:

1. Recalling the image saved from the previous week.
2. Lecture and demonstration of the Brush Selector.
3. Review of the Gradient on the palette.
4. Selecting text and selecting the right size.
5. Applying the newly created gradient to a Text section.
6. "Cutting and Pasting" the Text Brush around the page.

Activities:

1. The student will start the graphics program and correctly setup the main menu.
2. The student will watch a demonstration of the Brush selector tool of the program.
3. The student will create a custom gradient and apply it to a text block.
4. The student will create a picture using the Bend, Gradient and Text Tools.
5. The student will Save a design to disk.
6. Workshop time will be allowed.

Assignments:

1. The student will create and save the forth and fifth assignments of the instructor-provided handout.
2. The student will review the instructor-provided materials on the graphics program for the following class session.

ART INSTITUTE OF FORT LAUDERDALE

Course Title: Introduction to Computers **Week** 9

Class Objective:

1. The student will differentiate the various tools necessary to create a complex computer drawing.
2. The student will demonstrate an advanced understanding of the Text Tool, Blend Tool, and the Brush Tool.
3. The student will continue to develop drawings using the Brush Selector Tool, the Gradient Tool, and Flood Fill Tool.

Major Points:

1. Recalling the image saved from the previous week.
2. Review and demonstration of the Brush Selector, and Gradient Tool.
3. Selecting text and selecting the right size.
4. Applying the newly created gradient to a text section.

Activities:

1. The student will start the graphics program and correctly setup the main menu.
2. The student will watch a review of the Brush selector tool of the program.
3. The student will create a custom gradient and apply it to a text block.
4. The student will create a picture using the Bend, Gradient and Text Tools.
5. The student will complete the instructor provided handout.
6. Instructor will move throughout class to assist as necessary.
7. Workshop time will be allowed

Assignments:

1. The student will create the final assignments of the handout.
2. The student will review the instructor provided materials on the graphics program for the following class session.

ART INSTITUTE OF FORT LAUDERDALE

Course Title: Introduction to Computers **Week** 10

Class Objective:

1. The student will combine as many of the functions of the program as possible to create a complete sunset design.
2. The student will demonstrate an advanced understanding create a "Stencil" to "mask off" specific areas of a design.

Major Points:

1. "Putting it all together" Creating total design areas.
2. The "Spare Page" - how to get there and how to copy images.
3. The difference between "J" and "j" when using the spare Page.
4. The Stencil Tool- how to mask with it, how to erase it.
5. The Stencil Tool used in conjunction with the Color Pickup Tool.

Activities:

1. The student will watch a demonstration of the advanced tools of the program.
3. The student will create a custom gradient and apply it to a sunset design.
4. The student will create a picture using the advanced tools.
5. The student will complete the instructor provided handout.
6. The student will Save a design to disk.
7. Workshop time will be allowed.

Assignments:

1. The student will continue to work the final assignments of the handout.
2. The student will review the instructor provided materials on the graphics program for the following class session.

ART INSTITUTE OF FORT LAUDERDALE

Course Title: Introduction to Computers **Week** 11

Class Objective:

1. The student will demonstrate an advanced understanding of the program through the creation of a complete sunset design that uses as many of the functions of the program as possible.
2. The student will demonstrate an advanced understandingcreate a "Stencil" to "mask off" specific areas of a design.

Major Points:

1. Workshop day.

Activities:

1. The student will watch a demonstration of the advanced tools of the program.
3. The student will create a custom gradient and apply it to a sunset design.
4. The student will create a picture using the advanced tools.
5. The student will complete the instructor provided handout.
6. The student will Save a design to disk.
7. Workshop time will be allowed.

Assignments:

1. The student will turn in the final assignments of the handout.
2. The student will take the **Final Quiz**.
2. Critique and wrap-up of course.

Introduction to Computers Debbie Rose Myers

Quiz on Computer Literacy

NAME: _____ DATE: _____

Multiple Choice Questions.

1. RAM stands for:
   a. Read a Message
   b. Random Access Memory
   c. Research After Media
   d. Reach After Mass

2. ROM stands for:
   a. Read Only Memory
   b. Read Out More
   c. Right Only Media
   d. Right After Mapping

3. The symbol DS/HD on your disk stands for:
   a. Double Sided High Density
   b. Double Suction Heavy Duty
   c. Densitometer Sensitive Heavy Duty
   d. Not a current disk

4. What does CPU stand for?
   a. Custom Printer User
   b. Current Position Used
   c. Central Processing Unit
   d. Confined Prefix Unguarded

5. Which of the following CPU's has the fastest speed?
   a. 8088
   b. 286/10
   c. 386/25
   d. 486/50

6. Which of the following is not considered the main part of a computer?
   a. Monitor
   b. CPU
   c. Software
   d. Mouse

7. The resolution of a monitor is measured in:
   a. Pixels
   b. Megahertz
   c. Bytes
   d. Gauss

8. DOS stands for:
   a. Data On Start
   b. Dual Option Software
   c. Disk Operating System
   d. Disk Open System

9. Which of the following is not a type of software?
   a. word-processing
   b. Data-Base
   c. Spreadsheets
   d. Memory

10. Which of the following statements are true about the Hard Drive:
   a. Once data has been stored in the Hard Drive, it cannot be erased.
   b. The Hard Drive will not loose all information when the computer is turned off.
   c. It is easy to view the entire contents of a Hard Drive.
   d. Hard Drives are not necessary to the operation of a computer.

11. The capacity of a Hard Dive is measured in:
   a. Megahertz
   b. Kilowatts
   c. Megabytes
   d. ROM

12. What does formatting do?
   a. It puts you in the copy program.
   b. It prepares the disk to accept information.
   c. It places files on the disk.
   d. It write-protects the disk.

13. All of the following can happen with a virus except:
   a. A series of codes can ruin the information on the disk.
   b. An illness can transfer the virus from the user's hands to the disk.
   c. The virus can be transmitted via telephone and modem to the hard drive.
   d. The virus can be transferred from one disk to the hard drive.

14. What does Save As... do?
   a. Places a copy of what is on the monitor onto your disk.
   b. Performs conversions of different word-processing formats.
   c. Puts a copy of the file in ROM memory.
   d. Saves your work onto your disk for storage under a new file name.

15. How do you retrieve a file from you disk?
   a. Place
   b. Open
   c. Get
   d. Save

16. Application Software
a. Refers to the actual program used on the computer.
b. Refers to formatting a disk.
c. Refers to the main memory of the computer.
d. Is not used today.

17. A group of computers that are all on the same line feed and can all access the same information is an example of:
a. networking.
b. multi-user interface.
c. terminal usage.
d. minicomputers.

18. What happens when a disk is locked?
a. It cannot be used.
b. New documents can be saved on it.
c. Files can be open and printed.
d. It cannot be unlocked.

19. Your business is six months old. You need to determine the growth for the first six months. The best software package for this would be:
a. A word-processing program.
b. A desktop Publishing program.
c. A math program.
d. A spreadsheet program.

20. You wish to send holiday cards to all of your clients. Which of the following programs would be best suited for the task?
a. A word-processor and a data-base program.
b. A word-processor and a spreadsheet program.
c. A data-base and a spreadsheet program.
d. A desktop publishing program.

21. A modem is used for:
a. Transmitting data from the CPU to the hard drive.
b. Communicating with the printer.
c. Saving files.
d. Transmitting data via telephone lines.

22. Which of the following statements is true about the CD-ROM?
a. CD-ROM's are used for music only.
b. Data can be retrieved and stored repeatedly.
c. CD-ROM's are not yet available for the PC.
d. CD-ROM's can store vast amounts of information.

23. 3 1/2 inch and 5 1/4 inch disks:
    a. Are examples of floppy disks.
    b. Store the same amount of information.
    c. Can only store certain types of information.
    d. Can be used as a hard drive.

24. How can you erase all of the data on a floppy disk?
    a. Wipe the disk with a dry cloth.
    b. Format the disk.
    c. Create a catalog track.
    d. Copy the files onto another disk.

25. What does DIR A: do?
    a: Lists the contents of your disk.
    b. Lists the contents of the hard drive.
    c. Changes the name of a file.
    d. Changes the directory to the A drive.